



# Name of Policy: **SAFEGUARDING**

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Date approved: August 2022

Date for Review: August 2023

## **Policy Statement**

The Royal School is committed to safeguarding and promoting the welfare of all children and young adults and expects all staff, volunteers and other parties to share this commitment. The safety of our pupils is our utmost priority. Any concerns or signs of abuse or neglect must be immediately reported to one of our Safeguarding Team.

## **Key Safeguarding Contact Names at The Royal British International School (2022/2023)**

<b>Name</b>	<b>Safeguarding Role</b>
Wendy Routledge	Designated Safeguarding Lead
Liz Deakin	Deputy Designated Safeguarding Lead
Summer Hassan	Deputy Designated Safeguarding Lead

## **Safeguarding Committee Members (2022/2023):-**

Ms. Alia Abouelnaga – Board Representative

Ms. Liz Deakin

Ms. Wendy Routledge

Ms Summer Hassan

Mr. David Meaker

Dr. Rania Salem – clinical advisor

Ms Eman Youssef – psychological advisor

Mr Amr K Amr – legal advisor

## **Roles & Responsibilities**

Safeguarding is everyone's responsibility and at THE ROYAL BRITISH INTERNATIONAL SCHOOL it is paramount.

**A. The Board of Directors' duties include**

- ensuring that the school has a Safeguarding Policy which is reviewed annually
- ensuring the school has a Code of Conduct for all adults working in the school and are implementing it
- ensuring that Designated Safeguarding Leads are trained, certified and understand their role
- approving training and ensuring that all staff members receive the training (to be refreshed every 2 years)
- making sure that a representative of the board is a member of the Safeguarding Committee.
- assuming lead responsibility for managing any complaint against the school administration/principal

**B: The Designated Safeguarding Leads' duties include**

- suggesting/reviewing any amendments in the safeguarding policy
- ensuring safeguarding/child protection best practice at school
- ensuring pupils and parents understand the Safeguarding process
- reporting any remedial action taken or recommended to address deficiencies in safeguarding practice
- ensuring that the Safeguarding policy is implemented in the school and viewed annually
- ensuring that Safeguarding committee meets regularly (at least termly) to review pupils on file.
- informing the Board of any new guidance (Circulars and letters) related to safeguarding
- being actively involved in the school Safeguarding Team
- attending relevant Safeguarding training
- taking the lead in following procedures in relation to reported safeguarding disclosures and concerns
- ensuring all staff receive Safeguarding training
- ensuring that referrals are taken forward in the appropriate channels

**KEY FACTS**

This policy applies to all children and young people in the school, including those in early years. Anyone under the age of 18 will be regarded as a child for the purposes of this policy.

All staff have a responsibility for the implementation of this policy.

Any concerns or allegations relating to a member of staff must be reported immediately to the Designated Safeguarding Lead.

All staff must have read and will act in accordance with the ROYAL BRITISH INTERNATIONAL SCHOOL Safeguarding Policy.

All safeguarding and child protection concerns must be treated with the utmost confidence.

When deciding what action to take (including in relation to sharing information) the most important consideration is whether the proposed action is likely to safeguard and protect a child.

THE ROYAL BRITISH INTERNATIONAL SCHOOL does NOT condone and does NOT support in any way any form of physical abuse or corporal punishment or threat of such throughout the school.

## **The Local Context – Egyptian Law**

The Egyptian National Council for Childhood and Motherhood works to activate the national protection system in accordance with the provisions of the Constitution, the Child Law No. 12 of 1996 and amended by Law No. 126 of 2008, and the Convention on the Rights of the Child of 1989.

Governate Child Protection Committees have acquired legal legitimacy in the text of Article 97 of the Child Law. The committee is concerned with drawing the general policy for childhood protection in the governorate and following up the implementation of this policy. In the department of each police station, a subcommittee for childhood protection is formed. A formation of a decision by the General Committee shall be issued, and the formation shall include security, social, psychological, medical, and educational elements.

Taking into consideration the provisions of Article 144 of this law, a general department for childhood and motherhood is established in the General Department for the assistance of the child, which is concerned with receiving complaints from children and adults and handling them in a manner that achieves the speedy rescue of the child from all violence, danger, or neglect. The Department of Child Help has the powers to request investigation of any communications it receives, follow-up on the results of investigations and send reports of its findings to the competent authorities.

## **The British International School Context**

In addition to consulting local legislation, The Royal British International School refers to the DfE guidance 'Keeping Children Safe in Education' Sept 2021 and recommendations from recent training through TES Global, COBIS and The Safeguarding Alliance.

### **Key Safeguarding Terminology and definitions.**

**DSL – Designated Safeguarding Lead.** The certified members of staff appointed to carry out a leading role in listening to, recording, filing, and referring for actions to be taken on any safeguarding disclosure or concern made by any child, parent or visitor at The Royal School.

**Disclosure** – where a child or adult has spoken about any form of bullying, abuse, or neglect.

**Concern** – any undisclosed observations which pertain to potential bullying, abuse, or neglect.

**Bullying** (to be read in conjunction with the school's anti-Bullying Policy and E-Safety policies)  
The Royal School provides a loving, caring, and secure atmosphere for all pupils. Bullying of any kind is unacceptable and not be tolerated within the school premises. If bullying occurs, the person being bullied should be able to talk to a trusted adult immediately and serious consequences will take place after investigation with the involved parties.

### **Child Abuse**

There are four main types of child abuse. Child abuse can be:

- physical
- sexual
- emotional
- neglectful behaviour towards a child.

#### **Physical abuse**

Physical abuse may involve:

- hitting
- shaking
- throwing
- drowning
- burning or scalding

- poisoning
- suffocating
- otherwise causing physical harm to a child.

### **Sexual abuse.**

Sexual activities may involve physical contact, including:

- assault by penetration
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- inappropriate role play, involving children in looking at, or in the production of, sexual images
- grooming a child in preparation for abuse (including via the internet).

### **Emotional abuse.**

Emotional abuse may involve:

- conveying to a child they are worthless or unloved, inadequate, or valued only because they meet the needs of another person
- not giving the child the opportunities to express their views
- deliberately silencing them or making fun of what they say or how they communicate
- developmentally inappropriate expectations being imposed on the child • rejecting or ignoring a child completely
- using degrading language or behaviours towards them
- preventing the child from interacting socially with other children or adults • experiences of bullying
- a child seeing or hearing the ill treatment or serious bullying (including cyberbullying) of another
- causing children to feel frequently frightened or in danger
- the exploitation or corruption of children.

### **Neglect.**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy because of maternal substance misuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing or shelter (including exclusion from home or abandonment)
- protect a child from physical or emotional harm or danger
- ensure adequate supervision

- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs.

### Staff Members and Physical Contact

- As a general principle, staff are advised not to make unnecessary physical contact with their pupils (see Guidance on Physical Contact document).
- Staff should not feel inhibited from responding to the needs of the child and offering physical comfort as a caring parent would provide. **However, this should only occur when the child is in agreement.**
- Staff should not touch a child who has clearly indicated that he/she would be uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- Physical punishment is illegal as in any form of physical response to misbehaviour unless it is by way of necessary restraint (see Guidance on Physical Contact document)
- Staff who have to administer first aid (e.g. on an Educational Visit) should ensure that wherever possible, that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.
- Any physical contact which is likely to be misinterpreted by the pupil, parent or other casual observers should be avoided.
- Staff should be particularly careful when supervising pupils in a residential setting or in an approved out of school activity where more informal relationships tend to be usual.

### Use of Reasonable Force

This information is adapted from the non-statutory advice from the Department for Education in the "Use of reasonable force advice for headteachers, staff and governing bodies", July 2013. The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

It is used to control and restrain; this can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

The decision on whether to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

## Adults dropping in


Anybody working in or with the Royal School and in contact with students should understand our safeguarding and child protection policies and procedures and agree to follow them. They must know who the nominated child protection lead is and have their contact details. A brochure with all the details needed is given out at the reception desk.

This applies to Academy coaches, Parent Volunteers, Inspectors... etc

## Confidentiality.

All safeguarding concerns and reports are confidential.

Written records and reports are filed in a locked filing cabinet in the DSL's office (Primary Principals office) and only directly accessible to DSLs or Safeguarding Committee members in the presence of a DSL.

Student files, in Student Records Office, are marked with a small blue dot sticker  to indicate that there is/has been a Safeguarding concern recorded in relation to the child. This blue dot directs an individual to refer to the Designated Safeguarding Lead.

Safeguarding concerns are not to be discussed by any other staff together, in school or otherwise.

## Procedures.

Procedures to be followed to report a disclosure or concern:

The contact details and office/class location of the DSLs are known to all staff.

In the case of absence of the DSL, all disclosures and concerns MUST be reported to the Deputy DSLs. Teachers can reach the DSLs either by phone or email or request an urgent meeting.

Any parent concerns can be communicated by phone call, Engage message or a request for a face-to-face meeting. These concerns will be forwarded by any member of staff, directly to the DSL.

Pupils are made aware of who their DSLs are at the start of each school year at a Safeguarding Awareness assembly.

## **The Royal School is a BELIEVING SCHOOL.**

If any child makes a disclosure to, or a concern is observed by, a member of staff that person should.

- Receive.** Listen to what the child is saying without showing shock or disbelief
- Not ask leading questions and take what is said without judgement
- Reassure.** Reassure the child that they are safe
- Not make promises (of resolving the problem or keeping it confidential)
- React.** Not speculate or jump to conclusions
- Not investigate or interrogate
- Ask only open questions
- Not ask the child to repeat what they have disclosed to another member of staff
- Explain what will happen next and to whom it will be reported next
- Record.** Make brief notes at the time of the disclosure and write more detail as soon as possible
- Report.** Report to the Designated Safeguarding Lead

### **Reporting a Concern or disclosure**

Step 1. A meeting is requested by a member of staff to share the disclosure or concern (from pupil, parent, member of staff)

Step 2. DSL provides an appropriate form (see Appended documents) for immediate completion. In the case of a serious disclosure, where a child's safety may be in imminent danger, the DSL decides on an immediate action to be taken (e.g. removal of child from a class to a safe place).

Step 3. DSL receives completed form and decides on action to be taken or seeks immediate advice from the Safeguarding Committee and/or external bodies. The DSL may refer the case immediately to school legal advisor for further action, including police if necessary.

Step 4. DSL gives feedback on immediate actions to member of staff reporting the concern/disclosure.

### **Allegations Against Staff:**

Any allegation against a member of The Royal School Staff will be investigated in a timely manner and should an investigation result in evidence of bullying, abuse or neglect it will result in instant staff discipline proceedings. (see whistle blowing policy)



### **Allegations Against Pupils.**

Any allegation against a pupil at The Royal School will be investigated and should it result in evidence of bullying, abuse or neglect it will result in immediate parent contact and could result in suspension or expulsion and may be reported to the relevant local authorities.

### **Allegations of Persons not on school Premises.**

This includes allegations against family members, family employees or anyone a child may have contact outside of their time in school.

Any such allegations will be reported directly to the Royal School Board who will decide on further action which may include reporting the matter to parents/guardians and if deemed necessary, to relevant local authorities.

### **Staff Training.**

- All DSLs are trained in Advanced Safeguarding and certified by The Safeguarding Alliance or TESGlobal.
- All English-Speaking staff must be certified in Safeguarding training (TES Global: formally Educare). Access to this training is provided by the school.
- Arabic-Speaking staff attend in-school awareness and procedure Safeguarding training provided by the schools' Professional Training coordinator.
- All teaching staff are provided with refresher training at the start of the school year regarding School Safeguarding Policy and procedures.

### **Additional Resources**

DfE Keeping Children Safe in Education 2021: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Working together to safeguard children 2018: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

NSPCC's Safeguarding Self-assessment Tool: <https://learning.nspcc.org.uk/safeguarding-self-assessment-tool>

APPENDICES: The Royal School Safeguarding Forms: (accessible from the DSL)

Form A: Key Events (Record for DSL)

Form B: Information Front Sheet (Record for DSL)

Form C: Green form: Logging a concern about a child's safety and welfare

Form D: Yellow form: Logging a concern about the behaviour of a member of staff or visitor/volunteer

Record of DSL meetings

Body Map forms

Key Points for Record Keeping Information Sheet

Safeguarding Information for visitors booklet

Risk Assessment Forms: For Children with Challenging Behaviours

Safeguarding Information for Visitors (brochure)