



NADEEN
SCHOOL
BAHRAIN

Safeguarding Policy

Vision and Mission

We are a child-centred, inclusive and diverse family with a shared love of learning. Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive. Our children and team have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- be compassionate and have a positive impact on the world

Purpose

Safeguarding at Nadeen School serves to:

- promote the welfare of children
- protect children from harm and maltreatment
- ensure that children are given the opportunity to grow and develop in a safe and nurturing environment
- provide a space where our children can be healthy, looked after, and cared for.

Safeguarding Statement

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 which embraces all cultures and backgrounds reinforces an anti-discriminatory practice. We also recognise that some of our children are additionally vulnerable due to communication needs, additional learning needs or previous/current experiences. We believe that no child should ever experience abuse of any kind and we are 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.

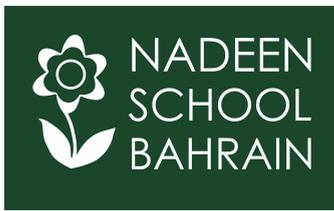
What are Safeguarding and Child Protection?

As defined by the NSPCC, **Safeguarding** is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people 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.



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Child Protection and Safeguarding do not stand alone and features of this policy can be read in conjunction with policies on Online Safety, Anti-Bullying, Educational Visits, Health and Safety, Attendance and Punctuality, Staff Code of Conduct and Admissions.

Our Designated Safeguarding Team

At the time of writing Agnes Monan, our Inclusion Leader, is the Designated Safeguarding Officer, with Benjamin Humphreys, our Deputy Headteacher and Kate Fellowes, our Lead Teacher Coordinator, as the Deputy Designated Safeguarding Officers. See full details in *Roles and Responsibilities* below.

Keeping our Children Safe: Child Protection

We will keep our children safe by:

- Appointing a Designated Safeguarding Team which comprises of a Designated Safeguarding Officer (DSO) and two Deputy Designated Safeguarding Officers (DDSOs). To be appointed to one of these roles, it is mandatory to have attended Designated Safeguarding Children Officer training provided by the NSPCC.
- 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 vulnerable 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 (see list of relevant policies below).
- 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.

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

Nadeen School staff are required and expected to be vigilant with regards to student 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 DSO.

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 Indicators of Abuse

Physical	Sexual	Emotional	Neglect
<ul style="list-style-type: none"> • Unexplained injuries and/or injuries in certain areas of the body – see drawing below • Frequent injuries 	<ul style="list-style-type: none"> • Unexpected and inappropriate sexual knowledge/behavior/mimicking 	<ul style="list-style-type: none"> • Attention seeking or withdrawal • Timid/nervous • Low self-esteem • Tendency to bully or “put down” other children 	<ul style="list-style-type: none"> • Untidy and unwashed • Tired and listless • Untreated or recurring medical conditions

<ul style="list-style-type: none"> ● Withdrawing from physical contact ● Unexplained changes and extremes in behaviour ● Unstable emotions ● Listless ● Afraid to go home/wanting to remain at school ● Clinging to preferred adults ● Reluctance to changes ● Covering parts of the body even in hot weather 	<ul style="list-style-type: none"> ● Unstable emotions and behavior ● Changes in personality and behavior ● Bedwetting ● Difficulty walking/moving ● Painful sensitive areas ● Sensitive area infections (such as UTI, STD, etc.) 	<ul style="list-style-type: none"> ● Listless ● Little to no affection ● Failure to achieve and thrive ● Self-harming 	<ul style="list-style-type: none"> ● Frequent occurrence of nits/lice ● Lack of proper food and nutrition ● Over/under eating ● Stunted growth ● Poor personal hygiene ● Unclean or unsuitable clothing ● Frequent absences and late drop-off, or late collection after school ● Frequent supervision by nanny/driver/other ● Withdrawn ● Little-to-no friends
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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. It is worth, however, noting down your concern for the DSO to review.

Other Types of Abuse

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.

Peer 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 Officer.

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.

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 issues can also be categorised as follows;

PSHE Issue: if there is a concern regarding the student 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 Phase Leader, Lead Teacher Coordinator and the Deputy 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 Issue is defined as: if there are suspicions or concerns with no immediate risk of harm. This must be done in writing on the **Safeguarding Referral Form** and then delivered to the DSO verbally and in hard copy. The Safeguarding concern form will be available in hard copy in each classroom and from the Main Office. At no time will this particular form be completed in an electronic format.

Protection Issue is defined as: if there is a clear and immediate risk of harm. This must be done in writing on the **Safeguarding Referral Form** and then delivered to the DSO verbally and in hard copy. The Safeguarding concern form will be available in hard copy in each classroom and from the Main Office. At no time will this particular form be completed in an electronic format.

If in doubt, write it down and forward for the DSO to review.

Safeguarding Procedures

1. If a child approaches you with a safeguarding concern:

- listen and be supportive
- let the child speak freely and don't push them to share more than they wish to or ask too many probing questions
- 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 that what they are telling you will remain confidential
- 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 DSO to review. 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 something concerning, please write an account immediately and present it to the DSO to review.

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

Remember, when in doubt, write it down, share with the DSO, 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

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. Parents must be informed prior to collection that this intimate care has been provided.

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.

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.

1:1 discussion with a child

Staff may find that they need to have a private meeting or discussion with a student 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 Headteacher 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 Headteacher and returned to you, with a copy placed in your permanent file. This information will be kept with the Human Resources team.

Staff social media

Staff are not permitted to interact with children or families of the school via social media, personal media accounts, or personal devices. More information can be found in the Employee Handbook on this point.

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 lead teacher in charge must note this on C365 and tracking and inform their Phase Leader, Operations Manager, Headteacher, 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 **“Code of Conduct and Safeguarding Guidance”** 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. At no time 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.

As a double-check, the DSO will ask the Deputy Headteacher and the Lead Teacher Coordinator on a weekly basis if they are aware of any safeguarding or behavioural issues across the school.

The DSO will report any protection issues to the Director of Administrative Affairs immediately and any behavioural or safeguarding issues on a weekly basis

Whistleblowing

Staff who are concerned about the conduct of another staff member, volunteer or parent are expected to report their concern to the DSO. 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.

Children, Parents and Visitors

Children, parents, and visitors are entitled and expected to voice any concern to the school at any time via any of the following communication means: in person, via email, via telephone, via letter.

How the school will respond to a concern:

The DSO will thoroughly investigate 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.

Outside 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

Students

When a new student 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.

Review procedure

This document will be reviewed in line with current practice in Bahrain and the United Kingdom

Other information: (if applicable)

Attachments	Employment procedure and Induction Policy Code of Conduct E-safety Anti-bullying policy Complaints Policy Security procedure Health and Safety Policy Fire drill Procedure Emergency (lockdown) drill Procedure First Aid and Nurse Clinic Policy Drop-off and Pick-up procedure Sharing of Images protocol
Contact name and details	N/A
Location	N/A

Roles and Responsibilities

Designated Safeguarding Team: Description and Duties

The Designated Safeguarding Officer (DSO) is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role is a senior member of the school's leadership team. At the time of writing the Inclusion Leader is the lead DSO with the Deputy Headteacher and Lead Teacher Coordinator acting as the Deputy DSOs.

In the event of a concern the DSO must be contacted in person. If not on site, then the Deputy must be contacted in person. If neither are on site then the staff member must write an email, copying all of the Designated Safeguarding Team.

Designated Safeguarding Team (DST)				
Safeguarding Role	Name	Role in school	email address	Out of hours contact number
Designated Safeguarding Officer	Agnes Monan	Inclusion Leader	agnes.monan@nadeenschool.com	+973 39800166
Deputy Designated Safeguarding Officer	Benjamin Humphreys	Deputy Headteacher	benjamin.humphreys@nadeenschool.com	+973 33689587
Deputy Designated Safeguarding Officer	Kate Fellowes	Lead teacher Coordinator	kate.fellowes@nadeenschool.com	+973 36003769

The Role of the DST is to:

- establish contact and foster a positive relationship with a senior member of The Child Protection Center in Bahrain.
- work with the Senior 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 Headteacher and Director 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 children and young people training needs.

The Responsibilities of the DST

The Designated and Deputy Designated Officers are responsible for acting as a source of advice on safeguarding matters, for co-ordinating action within the organisation and for liaising with Health and Social Care Trusts and other 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 the importance of safeguarding across the organisation
18. To manage complaints about poor practice of either staff or volunteers
19. To ensure that the organisation meets the requirements of its insurers regarding its safeguarding responsibilities

Managing Referrals

The DSO 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

In addition to formal training, the DSO should keep knowledge and skills up to date via online training, bulletins, opportunities to network with other DSOs, 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 DSO:

- 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

The designated safeguarding officer's role is to:

- 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 DSO'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 Officer.

Training of other staff

It is the role of the DSO 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: adhering to the policy

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 ICPC certificate from ACRO.

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

- Two references which must include:
 - Current/previous Headteacher's opinion on suitability to work with children.

- o Current employer and/or previous employer or reputable character reference
- o For an NQT, references must be from a leader at the university and also the headteacher from a teaching placement
- o Current/previous Headteacher's statement regarding any disciplinary matters.
- Copies of all degrees, transcripts, and photo identification as per the contract.

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.

Induction and Refreshers

All staff are required to undergo safeguarding induction on arrival to the school. At this time, they will be given, along with the Employee Handbook, a copy of the school's safeguarding policy to read, sign, and return to indicate compliance. This will be kept on their permanent HR file.

All staff will receive safeguarding refreshers annually at the start of every school year and termly throughout the year. Training may be via online courses, delivered in person by a relevant and qualified professional, or conducted as available by local authorities.

School Governing Body

All policies developed by Nadeen School to ensure the effective leadership of school business are presented to the school governing body for discussion and approval. The policies are formally adopted by the governors for implementation by the school management. Policies are reviewed periodically, usually every 2-4 years depending upon the nature of the policy, changes in the school approach or the impact of regulatory change.

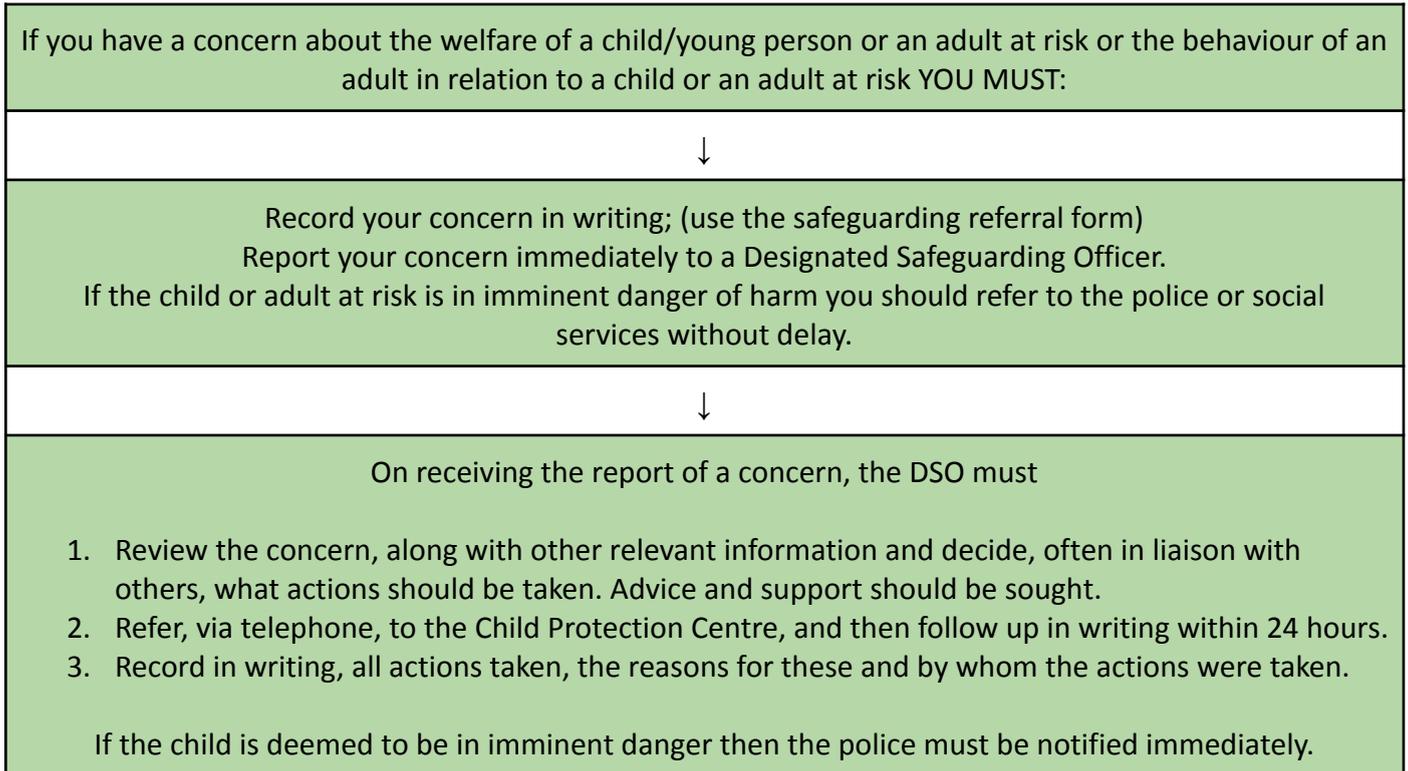
Standard operating procedures relating to the effective execution of the policy are developed by the school management and are implemented as part of the standard function of the school and do not require governor ratification.

Review

Written by:	Benjamin Humphreys, Agnes Monan
Draft Date:	April 2022
Reviewed by:	Elaine Brennan, Kate Fellowes
Approved by Board of Governors:	Shanee Puri
Indicative Review Date:	November 2022

Appendices

Quick Glance Safeguarding Flowchart

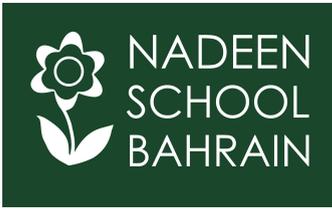


CONFIDENTIAL - Safeguarding Referral Form

Please present this completed form, handwritten, to the Designated Safeguarding Officer in confidence.

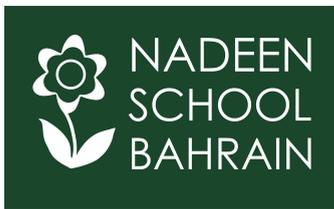
Full name of child			
Date of Birth (dd/mm/yy)		Current class at Nadeen School (Yr and Teacher)	
Ethnicity		Home language	
Residential Address			
Name of guardian		Name of guardian	
Is the main carer aware of this referral?	YES / NO		
State reason			
Is the child aware of this referral	YES / NO		
State reason			
Reason for Concern: state briefly what the child said or what you observed that caused concern. You must include date, time, location, any other staff or adults present at the time, any other children present at the time			
Details:			
Category of Concern	Physical ____	Neglect ____	Emotional ____

	Sexual _____	Other:	
Who have you spoken with about this event and what was said?			
Details:			
State what, if any, action has been taken and when			
Details:			
Signed	_____		
Print Name	_____		
Date	_____		
Position	_____		
Received by DSO (signature)		Date	
Read and reviewed	YES / NO	Date	
Discussed with Director	YES / NO	Date	



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<p>Action taken or No further action</p>	
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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 student. 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 as soon as possible.

Sincerely,

Shanee Puri
Director of Administrative Affairs

----- 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 student

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

Safeguarding concerns:



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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.

I certify that I: (please tick/check when complete)

- have read and understand the school’s Safeguarding Policy
- understand what is expected of me within my role at the school
- understand basic aspects of child safeguarding and protection issues including definitions of abuse and what to look for
- am clear on what I should do in the event of a concern and know who to talk with
- understand the school’s confidentiality clause, social media restrictions, and other privacy-related matters
- understand the school’s Fire Evacuation procedure
- understand the school’s Emergency Drill procedure

Name of staff member _____

Signature _____

Date _____

Training delivered by _____

Form handed to HR and Accounts on (date) _____

received by (signature) _____

=Safeguarding – Private Tutoring and Additional Employment

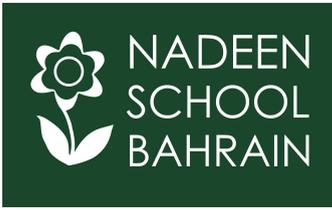
All staff employed by Nadeen School are required to inform the school Director of Administrative Affairs (D-AA) and Head Teacher of any private tutoring sessions conducted in or out of school.

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 D-AA as soon as possible. This will be reviewed with the Head Teacher and returned to you, with a copy placed in your permanent file.

Full name of staff member		Date	
Type of additional employment (please circle all that apply)	Tutoring	Corporate	Other
Tutoring (use more than one form for tutoring if necessary)			
Name of child		DOB	
Name of school		Location of tutoring	
Start date		End date (if available)	
Parent consent form attached (please circle)		Yes	No
Corporate			
Name of child		DOB	
Name of school		Location of tutoring	
Start date		End date (if available)	
Parent consent form attached (please circle)		Yes	No
Corporate			
Name of company			
Location			
Industry			
Name of manager			
Description of job requirements			
Frequency of attendance			

(full time, part time, occasional – please provide details)			
Start date		End date (if applicable)	
Has a contract been given to you? (please circle)	Yes	No	
If yes, please attach a copy of the contract to this form			
Other (This includes home-based selling of items made by you or sold by you; you running private sessions in another venue for which you are suitably qualified)			
Details:			
If you are using someone else's venue to run your own private sessions, please attach a letter from the venue stating the terms and conditions			

Reviewed by Director of Administrative Affairs	
Date	
Reviewed by Headteacher	
Date	
Outcome details	



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Safeguarding – Private Tutoring

Staff employed by Nadeen School are permitted to run private tutoring sessions after working hours. These sessions may be conducted at school or at the residence of the student. Sessions may be private (1:1) or may be in a group format.

If conducted at school, the staff member will ensure that the room door remains open/ajar and that other staff in the vicinity of the room are aware of session taking place. The details of the session, including the child’s name and guardian contact details, will also be provided to the school administration in the event of an emergency.

If conducted at a private residence the staff member will insist that at least one parent or guardian is in the house during the session. Under no circumstances will a staff member be permitted to tutor a student in a residence on their own. Prior to the first session commencing the staff member must be provided with: contact details of all guardians; the physical address of the house (house number, road number, etc.); and the location of the nearest hospital. The details of the sessions, including the child’s name and guardian contact details, will also be provided to the school administration in the event of an emergency.

Please fill in and return this form to your child’s tutor as soon as possible in order for the sessions to be approved by the school administration.

Name of child		DOB	
Name of school		Location of tutoring	
Start date		End date (if available)	

I (parent/guardian full name) _____ hereby give permission for (staff member’s name) _____ to tutor my child (child’s name) _____ at Nadeen School / my house (circle one.)

Signature: _____

Date: _____



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Code of Conduct and Safeguarding Guidance for Volunteers

At Nadeen School we recognize that volunteers make up a valuable part of our community. Volunteers who are on site during the school day are required to read and acknowledge acceptance of this document in order to be issued with a volunteer badge. This volunteer badge must be worn at all times in addition to your visitor or parent lanyard.

In the event a volunteer assumes a more permanent role within the school they will undergo a background and security check as per the employment procedure.

Code of Conduct for Volunteers

By visiting Nadeen School volunteers are responsible for accepting the following responsibilities:

- To show respect at all times towards the children, staff, other parents, and visitors to the school, and to be respectful of our school’s diverse and international culture
- To accept and promote the school’s policies concerning safeguarding, e-safety, and social media and images use
- Respect that matters concerning the school, children, staff, and other parents is confidential in nature

Volunteers may not:

- take photos or videos of any part of the school campus without permission from the DSO
- take photos or videos of children and/or staff members at any time, unless express consent has been provided by the DSO or Deputy DSO
- have physical contact, in any manner, with the children or staff unless in there is a clear or imminent danger/emergency
- escort a student to a toilet area
- enter a student toilet area
- provide children with gifts of any sort
- exchange personal information with children, staff members, parents, or visitors
- show children anything on a mobile device or via any other media

In the event a child approaches you with a concern or possible issue please signal for assistance from the lead teacher in charge or other school staff member who will assist you.

_____ Please sign below _____

The content of this form has been discussed with me and I understand and accept the conditions above.

FULL NAME: _____
 ROLE: _____
 CPR NUMBER: _____

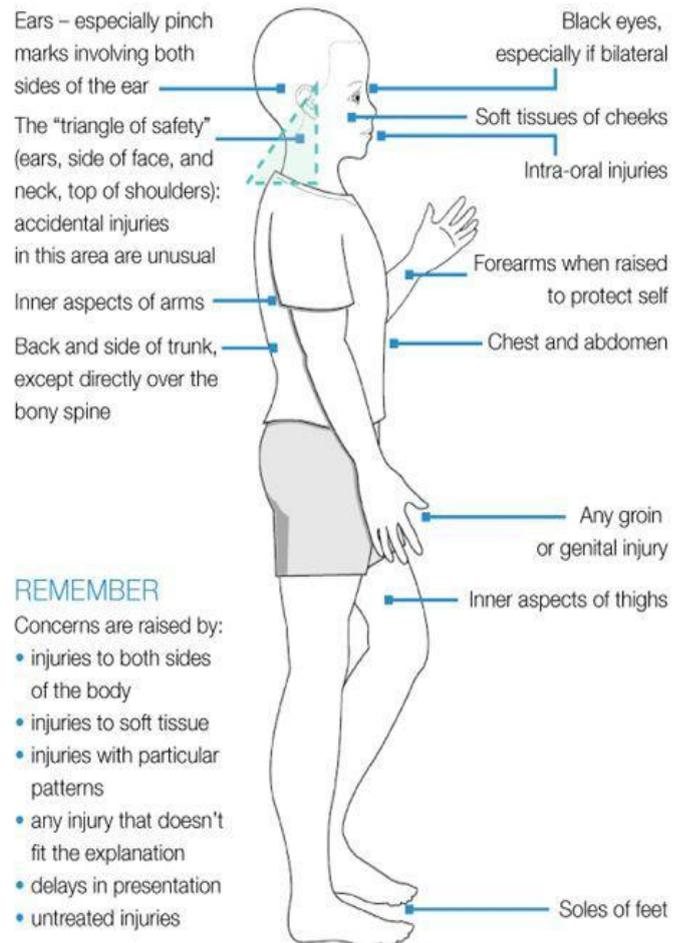
SIGNATURE: _____

PRESENTED BY: _____

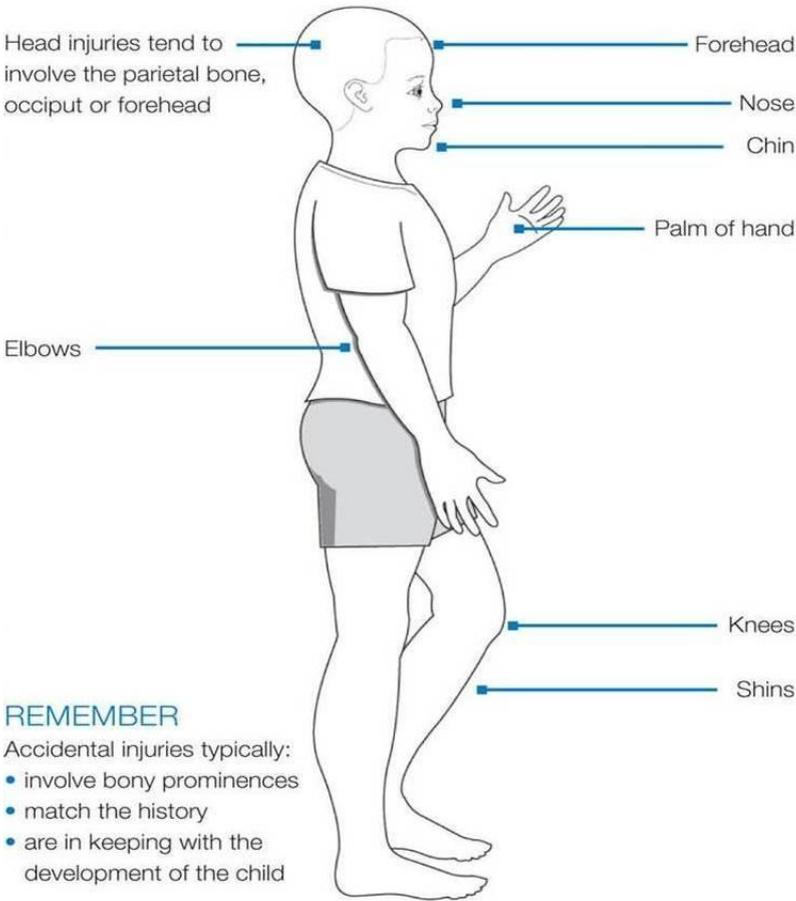
DATE: _____

Non-accidental Injuries are suspected when:

- Injuries to both sides of the body
- Injuries to soft tissue
- Injuries with particular patterns
- An injury that doesn't fit the explanation given
- Delays in presentation
- Untreated injuries
- Bruising on pre mobile babies



Typical accidental injuries



REMEMBER
Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child