SAFEGUARDING AND
CHILD PROTECTION POLICY
EY DEPARTMENT
ACADEMIC SERVICES

Version 1.0
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Contents

1. Version Control

Revision/ Version #	Effective Date	Reason for Change	Owned by
1.0	01.09.20	First Release	Early Year Principal (Amendments to be made in policy by the owner)

2. Policy Applicability

This policy applies to all EY branches of EPG. All EPG employees, without exception, are required to: 1) be aware of all EPG policies; and 2) understand them. It is intended to act as a resource that will be useful in the daily operation of our schools and influences practice and decision-making in the school. Principals are responsible for the implementation of the above.

3. EPG Vision, Mission, Motto and Values

Our Vision: EPG enables pupils to be the best they can be.

Our Mission: We provide affordable high quality education, enabling pupils to become bilingual lifelong learners and valuable global citizens in a rapidly changing multicultural world. We build learning communities and provide safe, inclusive, collaborative environments. We partner with parents to nurture the development of the whole child, emphasising communication, critical thinking, creativity, collaboration and compassion. We value individual and cultural differences, celebrating Arabic and Islamic values.

Our Motto: Educate, Pioneer, Grow

Our Values: EPG values are embedded throughout the organisation.

- To promote EPG core values of care, honesty, tolerance, trust, compassion and respect among the EPG community.
- To provide contemporary learning opportunities for all stakeholders.
- To nurture and support all pupils so that they achieve their potential in all areas of learning: social, intellectual, physical, emotional and spiritual.
- To equip pupils with the skills, knowledge and understanding to become creative and independent thinkers, responsible citizens and life-long learners.
- To provide a broad and balanced curriculum with an emphasis on literacy and numeracy.
- To deliver learning activities which stimulate curiosity, enquiry, reflection, challenge and innovation.
- To develop and maintain welcoming, child-friendly facilities and environments.
- To ensure that all members of the school community feel that they and their contributions are valued.

4. Context

This document sets out the policy for the wider safeguarding system for pupils. Everyone who comes into contact with pupils and their families and carers has a role to play in safeguarding pupils. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (This guidance replaces Keeping Children Safe in Education September 2019.– Department for Education, 2019, adjusted for context of education in Kuwait)

The English Playgroup follows and adheres to child protection mandates and guidelines as stipulated by the Kuwait National Child Protection (KNCRP) Program, which passed into Kuwait law March 2015. It is our responsibility to make certain that all stakeholders are cognizant of this fact, as well.

This policy is for all staff, parents, directors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with all policies of the English Playgroup schools.

The guidance for this policy should be read alongside: *(please note that these guidelines are based on UK curriculum guidelines and have come into practice since the 1st of September 2020)*

- statutory guidance "Working Together to Safeguard Children";
- Departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners; and
- Departmental advice COVID-19: safeguarding in schools, colleges and other providers

Safeguarding and promoting the welfare of pupils is defined in Keeping Pupils Safe in Education as:

- Protecting pupils from maltreatment.
- Preventing impairment of pupils' health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

5. Objectives

The Management of the school provides for policies and procedures to be in place that safeguard and promote the welfare of pupils of the school. The development of appropriate procedures and the monitoring of good practice in EPG are the responsibilities of the Board of Directors and Senior Management team.

The Management of the school must ensure that all staff in their school read at least Part one of this guidance. The above persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance. This guidance replaces Keeping Children Safe in Education September 2019.

6. Procedures, Roles and Responsibilities

This section of the policy provides more details of roles and responsibilities. All adults working with or on behalf of pupils have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools who have specific responsibilities under Safeguarding and Child Protection procedures. The specific responsibilities of the Principal and Vice Principal(s) are given in this document.

Primary School

The Designated Safeguarding Lead (DSL) is the Vice Principal of the school.
In schools with more than one Vice Principal, the role is to be designated to one Vice Principal only.
The safeguarding lead role encompasses all year groups within the primary school, including any FS or KS3 year groups.

The deputy designated safeguarding lead is the Principal of the school.

Early Years Branch

The designated safeguarding lead is the Branch Manager.
The deputy designated safeguarding lead is the Early Years Principal.

6.1 The Management

● The Management ensures that the policies, procedures and training in our school are effective. It ensures that all required policies relating to safeguarding are in place and that the Safeguarding and Child Protection policy is reviewed at least annually.

- The Management ensures there is a named designated safeguarding lead in place.
- The Management ensures the school contributes to inter-agency working, in line with statutory and local guidance within Kuwait. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.
- The Management ensures that all staff members undergo Safeguarding and Child Protection training at induction and that it is then updated.
- The Management ensures that pupils are taught about safeguarding, including online safety, ensuring that appropriate filters and monitoring systems for online usage are in place. Pupils are taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.
- The Management and school/branch leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse pupils. It adheres to statutory requirements in Kuwait to check adults working with pupils and has the necessary recruitment and selection procedures in place.

6.2 The Primary School Principal, The Early Years Principal and Early Years Branch Manager

The Principal of the Primary School/ Early Years Principal and Early Years Branch Manager take lead responsibility for managing Safeguarding and Child Protection referrals, safeguarding training and raising awareness of all Safeguarding and Child Protection policies and procedures. They ensure that everyone in school is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff on Safeguarding and Child Protection matters and ensure that teachers, social workers and all levels of school/branch leadership deal with pupils and their families in a sensitive and acceptable manner. If for any reason the designated person is unavailable, the Principal/Early Years Principal will act as deputy in their absence.

6.3 The Vice Principal(s)/Early Years Branch Manager

The Vice Principal or Vice Principals of the primary school / Branch Manager of the Early Years branch ensure that all safeguarding policies and procedures adopted by the Management body are followed by all staff.

6.4 All school /branch staff

Everyone in the school / branch has a responsibility to provide a safe environment in which pupils can learn. Everyone who comes into contact with children and their families has a role to play. In order to

fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

This includes identifying any emerging problems in order that appropriate support may be provided and liaising with their line manager/ social worker or DSL to report any concerns. Safeguarding and promoting the welfare of children is everyone's responsibility.

7. Types of abuse / specific safeguarding issues

Abuse is defined as the maltreatment of a child. 'Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Pupils may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult, adults or another child or pupil' (Keeping Pupils Safe in Education – UK Department for Education, 2016)

The four main types of abuse referred to in Keeping Pupils Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

It is our duty to ensure that each staff member and school will

- ✓ protect children from maltreatment;
- ✓ prevent impairment of children's mental and physical health or development;
- ✓ ensure that children grow up in circumstances consistent with the provision of safe and effective care; and
- ✓ take action to enable all children to have the best outcomes.

The school/branch is aware of the signs of abuse and neglect in order to identify pupils who may be in need of help or protection.

7.1 Peer on peer abuse

The school/branch recognises that some pupils may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other Child Protection concern and will follow the same procedures. Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), online abuse, up skirting, harassment of any kind, verbal abuse or physically

harmful behaviour. The school/branch does not tolerate any harmful behaviour and will take action to intervene where this occurs.

Lessons and assemblies help pupils understand, in an age-appropriate way, what abuse is and they are encouraged to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. The school/branch understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Any instances of peer on peer abuse are recorded and reported in line with the existing Safeguarding and Child Protection arrangements. Please refer also to the Anti-Bullying Policy.

8. Procedures

When new staff or regular visitors join EPG they are informed of the safeguarding arrangements in place and the name of the designated safeguarding lead and how to share concerns with them.

Any member of staff or visitor to the school/branch who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

The designated safeguarding lead or the deputy will immediately refer cases of suspected abuse or allegations to the Student Liaison Office (SLO) by telephone. The telephone referral to the SLO will be confirmed in writing within 48 hours. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the pupil's parents are aware of the referral plus any other relevant information or advice given.

If a member of staff continues to have concerns about a pupil and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead, or contact the Child Protection Hotline at 147 for Kuwait.

9. Training

The designated safeguarding lead (and deputy) undertake Level 3 Child Protection training at least every two years. The Principal / Branch Manager, all staff members and Management teams receive appropriate Safeguarding and Child Protection training which is regularly updated. In addition, all staff members receive [Safeguarding and Child Protection](#) (PowerPoint Presentation) updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard pupils effectively. Records of any Safeguarding and Child Protection training undertaken are kept for all staff by HR Administration.

10. Professional confidentiality

Confidentiality is an issue which needs to be fully understood by all those working with pupils, particularly in the context of Safeguarding and Child Protection. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a Safeguarding or Child Protection concern, this must be reported to the designated safeguarding lead and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding Safeguarding and Child Protection on a 'need to know basis' only. Any information shared with a member of staff in this way is treated confidentially.

11. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of pupils at risk of abuse or neglect.

Well-kept records are essential to good Safeguarding and Child Protection practice. The school/branch is clear about the need to record any concern held about a pupil or pupils, the status of such records and when these records should be shared with others. Any records related to Safeguarding and Child Protection are kept in an individual Safeguarding and Child Protection file for that child (which is separate to the pupil file) in chronological order. All Safeguarding and Child

Protection records are stored securely and confidentially.

Where a pupil transfers to another school/branch, their Safeguarding and Child Protection records will be forwarded to the new educational setting. Copies of this paperwork will be retained by EPG, should they be required at a future date. Where a pupil joins EPG, the school/branch will request Safeguarding and Child Protection records from the previous educational establishment (if none are received).

12. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school/branch has processes in place for reporting any concerns about a member of staff (or any adult working with pupils). Any concerns about the conduct of a member of staff will be referred to the Principal (or the Vice-Principal in their absence) in the primary school or the Branch Manager in the Early Years branch.

Where the concern involves the Principal, it should be reported directly to the Chief Operating Officer.

Where the concern involves the Branch Manager, it should be reported directly to the Early Years Principal.

Where an allegation against a member of staff is received, the Principal/Branch Manager must inform the COO/Early Years Principal within 24 hours. However, wherever possible, contact with the COO/Early Years Principal should be made immediately as they will then advise on how to proceed. This will include advice on speaking to pupils and parents and HR. The school/branch does not carry out any investigation before speaking to the COO/Early Years Principal.

Responsibility matrix

Process	Responsibility	Accountability	Consult/Approve
Safeguarding and Child Protection	Designated lead /deputy designated lead	Principal	Principal, COO

13. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public. All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

14. Wellbeing & Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

15. Monitoring and Evaluation

Review, evaluation and amendments to be made in the policy document annually, every start of the month of April.