



# Child Protection Policy

Information Guide 2019-2020

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## Suad Kafafi International Learning Schools/SKILLS



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## CHILD PROTECTION POLICY

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### 1. CHILD PROTECTION POLICY

Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behavior or failure to develop

#### Purpose

- 1.1.1. An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behavior when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

#### Introduction

- 1.1.2. SKILLS International School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care.
- 1.1.3. There are three main elements to our child protection policy:
  - Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to students.
  - Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
  - Support to students who may have been abused.
- 1.1.4. This policy applies to all students, staff, governors, volunteers and visitors to SKILLS International School.
- 1.1.5. This school recognizes it is an agent of referral and not of investigation.

### SCHOOL POLICY

- 1.1.6. We recognize that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. Our school will therefore:
- Establish and maintain an environment where students feel safe and secure and are encouraged to talk, and are listened to.
  - Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.
  - Include in the curriculum activities and opportunities, which equip students with the skills they need to stay safe from abuse.
  - Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
  - Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

### ROLES AND RESPONSIBILITIES

- 1.1.7. Child protection is the responsibility of all adults and especially those working with children. All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools who have specific responsibilities under child protection procedures. It is the role of the Designated Child Protection Coordinator to ensure that all of the child protection procedures are followed within the school. If for any reason the Designated Child Protection Coordinator is unavailable, a Deputy Designated Child Protection Coordinator has been identified who will act in their absence. Additionally, it is the role of the Designated Child Protection Coordinator to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this. The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes. As part of the schools recruitment and vetting process, enhanced Criminal Records and other referrals will be sought on all staff that have substantial and unsupervised access to.

### PROCEDURES

- 1.1.8. Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Principal will ensure they are aware of the school's policy and the identity of the Designated Child Protection Coordinator. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Child Protection Coordinator or in their absence, the Deputy

Designated Child Protection Coordinator. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. The Designated Child Protection Coordinator or their Deputy will immediately refer cases of suspected abuse or allegations to the Principal and the Director. A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request.

### ANTI-BULLYING POLICY

1.1.9. We are committed to providing a caring, friendly and safe environment for young people so they can enjoy their involvement with SKILLS International School in a relaxed and secure atmosphere. Bullying of any kind is unacceptable within SKILLS International School. This includes bullying of young people by adults and bullying of young people by other young people. If bullying does occur, all young people should know that incidents will be dealt with promptly and effectively.

### PROCEDURES REPORT

1.1.10. The bullying behavior or threats of bullying will be investigated and the bullying stopped quickly. In all cases, with the young person's consent, parents/guardians should be informed. In all cases appropriate referral to specialist support will be offered to the victim (s) of bullying. If necessary and appropriate, police will be consulted. Support should also be offered to the bully/bullies. An attempt will be made to help the bully/bullies change their behavior.

### TRAINING AND SUPPORT

1.1.11. Key staff members who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals. The school will ensure that the Designated Child Protection Coordinator also undertakes training in inter-agency working that is provided by registered NGOs and refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities. Support will be available for staff from the Principal in the first instance, and from members of the school's leadership team where there are concerns about queries about child protection. All staff should have access to advice and guidance on the boundaries of appropriate behavior and conduct. These matters form part of staff induction and are referred to in the staff handbook.

### PROFESSIONAL CONFIDENTIALITY

1.1.12. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the

child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Coordinator and may require further investigation by appropriate authorities. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

### RECORDS AND MONITORING

- 1.1.13. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. These file notes are kept in a confidential file, which is separate to other files, and stored in the Director's office. In the same way notes must be kept of any student who is being monitored for child protection reasons.
- 1.1.14. If a student transfers from the school, these files will be copied for the new establishment and forwarded to the student's new school marked confidential and for the attention of the receiving school's Designated Child Protection Coordinator.

### SUPPORTING STUDENTS AT RISK

- 1.1.15. Our school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- 1.1.16. It equally recognizes that school may be the only stable, secure and predictable element in the life of children at risk. Nevertheless, whilst at school their behavior may still be challenging and defiant or they may be withdrawn.
- 1.1.17. This school will endeavor to support students through:
- The curriculum to encourage self-esteem and self-motivation.
  - The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
  - The implementation of the school's behavior management policies.
  - A consistent approach agreed by all staff which will endeavor to ensure the student knows that some behavior is unacceptable but s/he is valued.
  - Regular liaison with other professionals and agencies who support the students and their families.

- A commitment to develop productive, supportive relationships with parents, whenever it is in the child’s best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioral difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioral problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

### SAFE SCHOOL, SAFE STAFF

1.1.18. It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse. Only authorized agencies may investigate child abuse allegations. Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not. Where allegations are made against a staff member, should be immediately referred to the Board of Directors who shall take appropriate actions by informing the relevant agency for further investigations and actions. If for any reason it is decided that a referral to an External referral is not appropriate, it will be necessary to address matters in accordance with the school’s disciplinary procedures.

### USE OF THE SCHOOL PREMISES BY OTHER ORGANIZATIONS

1.1.19. Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

***References:***

*Department for Education- UK, Keeping children safe in education- September 2018. Retrieved from:*

[https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting\\_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf)



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