

Child Protection & Safeguarding Policy

Brighton International Academy

Date modified	June 2026
Next scheduled review date	June 2027
Reviewed by:	DSL/Principal - Ms. Eman Omar

Vision: *To foster academic excellence, nurture ethical values, and develop leadership skills, preparing students to thrive in a diverse world.*

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Child Protection and Safeguarding Policy

This policy sets out how Brighton International Academy safeguards the welfare and safety of its students. It applies to everyone across the school community, including students, faculty, counselling and advising staff, and all other members of staff.

Safeguarding Leadership & Committee Team Contact List

Role	Name	Contact details
SENIOR SAFEGUARDING OVERSIGHT / Designated Safety Board Members (DSBM)		
CEO	Mr. Khalid Essa Al Mannai	Email: info@brighton.qa
Board Member	Dr. Ahmad Qabbary	Email: ahmed.qabbary@brighton.qa
DESIGNATED SAFEGUARDING LEAD (DSL)		
Principal / DSL	Ms. Eman Omar	Phone: 50140005 Email: principal@brighton.qa
DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSLs)		
School Social Worker/Counsellor	Ms. Amany Al Sheikh	Email: amany@brighton.qa
Academic Coordinator – EYFS	Ms. Ouassila Abbi	Email: oussila@brighton.qa
Academic Coordinator – Primary	Ms. Rubita Tahir	Email: rubita@brighton.qa
Head of Learning Support	Ms. Susan Oommen	Email: susan@brighton.qa
SAFEGUARDING SUPPORT / COMMITTEE TEAM		
HR/ Admin Coordinator	Ms. Mona Qasem	Email: mona.qasem@brighton.qa
School Nurse	Ms. Samia Sowwan	Phone: +974 5531 4370 Email: samia.sowwan@brighton.qa
Online Safety Representative	Ms. Esraa Morsi	Email: esraamorsi@brighton.qa
Admin / Facilities Representative	Ms. Angelita Enaguas	Email: angelita@brighton.qa
Safeguarding Support / Committee Member	Ms. Fathima Nabilah El-Harraj	Email: n.elharraj@brighton.qa
Safeguarding Support / Committee Member	Ms. Rukaya Haqq	Email: rukaya@brighton.qa
EXTERNAL CONTACTS		
AMAN Centre www.aman.org.qa		
Sidra Child Advocacy Program (S-CAP) Sidra Medicine www.sidra.org/clinic/children-young-peoples-services/sidra-child-advocacy-program-s-cap/		

Reporting route: Staff should report safeguarding concerns immediately to a DDSL or the DSL. The Support / Committee Team assists with safeguarding implementation; designated safeguarding decisions, referrals and escalation remain with the DSL/DDSL structure.

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Brighton International Academy Leaders and Staff – Policy Undertaking

All policies at Brighton International Academy form a core and binding part of the professional responsibilities set out in every staff member's employment contract. Each leader named below has read and accepted the policy outlined, and under the direction of the CEO and Principal, confirms the following:

- They have a clear understanding of the policy's content, purpose, requirements, and expectations.
- They agree to comply with the policy in full and are committed to putting it into active practice.
- They will communicate the policy clearly to any staff under their line management, and will hold them accountable for complying with it.
- They understand that any failure to follow Brighton International Academy policy — whether intentional or due to negligence — may result in disciplinary action, up to and including dismissal.

Name	Position	Signature	Date
Mr. Khalid Essa Al Mannai	CEO of Brighton International Academy		
Dr. Ahmad Qabbary	Education Consultant		
Ms. Eman Omar	Principal		
Ms. Rubita Tahir	Head of Primary		
Ms. Ouassila Abbi	Head of EYFS		
Ms. Amany Al sheikh	School Counsellor		
Ms. Mona Qasem	Senior Human Resources Officer		

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1. Introduction and legal framework

This policy sets out how Brighton International Academy safeguards the welfare and safety of its students. It applies to everyone across the school community, including students, faculty, counselling and advising staff, volunteers, visitors, contractors and all other members of staff.

This policy has been formulated in line with the principles and provisions established by the Qatar Foundation for the Protection of Women and Children under Law No. 8 of 1998, the United Nations Convention on the Rights of the Child (UNCRC) (1989), and the Sidra Child Advocacy Programme, a member of Qatar Foundation. In seeking to uphold high standards of child protection and safeguarding, Brighton International Academy draws upon recognised UK legislation and statutory guidance as examples of established good practice.

Relevant legislation and guidance referred to by the school include:

- Qatar Law No. 23 of 2015 Regulating Private Schools and its Executive Regulations;
- Current MOEHE policies, circulars and guidance relating to child protection, security, health and safety;
- Keeping Children Safe in Education (DfE, 2026);
- Working Together to Safeguard Children (HM Government, 2026);
- What to Do if You're Worried a Child Is Being Abused (DfE, 2015);
- Information Sharing: Advice for Safeguarding Practitioners (HM Government, 2024);
- Children Acts 1989 and 2004, referenced as UK good-practice legislation;
- Education Act 2002, referenced as UK good-practice legislation;
- Education (Independent School Standards) Regulations 2014,
- Teachers' Standards (DfE, effective 2012; updated 2021);
- Early Years Foundation Stage statutory framework, section 3

Additional State of Qatar and international safeguarding references

Reference	How it informs this policy
Juvenile Law (1994), State of Qatar	Recognises that children and young people require protective procedures and age-appropriate responses when welfare, safety or legal concerns arise.
Family Law No. 22 of 2006, State of Qatar	Supports the school's understanding of family responsibility, guardianship, custody and the welfare of children within the local legal context.
Cyber Crime Law / Cybercrime Prevention Law (2014), State of Qatar	Informs expectations for online safety, harmful digital content, cyberbullying, image sharing, online exploitation and reporting of technology-related harm.
Personal Data Privacy Protection Law No. 13 of 2016, State of Qatar	Informs confidentiality, data protection, secure record keeping, limited access to safeguarding records and careful sharing of personal information on a need-to-know basis.
Ministry of Education and Higher Education Code of Ethics for Private Schools and Kindergartens (2022), State of Qatar	Informs professional conduct, staff behaviour, ethical responsibilities, relationships with students and the expectations of private school communities.
International Task Force on Child Protection (ITFCP), Expectations for School Communities (2021)	Informs governance, safer recruitment, training, student voice, curriculum, reporting, risk management, partner agreements, monitoring and school-wide safeguarding systems.
United Nations Convention on the Rights of the Child (UNCRC)	Supports the school's commitment to the best interests of the child, protection from harm, student voice, privacy, education, dignity, recovery

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Where any local law, Ministry requirement, regulatory instruction or safeguarding authority guidance is revised or replaced, Brighton International Academy will review this policy and related procedures to ensure continued compliance. References to international and UK guidance are used as examples of recognised good practice and do not replace the school's duty to comply with the laws and requirements of the State of Qatar. The detailed WASC/ITFCP legal and standards alignment checklist is provided in Appendix 5.

Confidentiality is paramount when dealing with any safeguarding matter. Information must be shared only with those who have a legitimate need to know in order to safeguard and support the child.

Qatari laws require that professional caregivers report child abuse. Staff working with children are therefore bound by relevant criminal code requirements, including Qatari Penalties Law (11/2004), Chapter 3, Article 189, which provides a penalty for a public officer assigned to investigate or identify crimes if they neglect to inform about an offence they know about or postpone such information.

Safeguarding is the responsibility of every adult within the school community. This includes employees, volunteers and members of the Board of Directors. At all times, the safety, wellbeing and interests of students take precedence.

Brighton International Academy seeks to create an environment in which students feel secure, valued and supported. The school is committed to promoting the overall wellbeing and development of every child through a positive and protective learning environment. All safeguarding decisions and actions will be guided by what is considered to be in the child's best interests.

UNCRC alignment within school safeguarding practice

UNCRC principle/article	School safeguarding alignment
Article 2 - Non-discrimination	Safeguarding applies to every student equally, regardless of nationality, gender, background, language, learning need, disability, religion or family circumstance.
Article 3 - Best interests of the child	The child's safety, welfare and best interests guide safeguarding decisions, referrals, supervision and protective action.
Article 6 - Life, survival and development	The school promotes wellbeing, safety, health, learning and positive development for all students.
Article 12 - Respect for the views of the child	Students are listened to, taken seriously and provided with age-appropriate ways to raise concerns and participate in student voice activities.
Article 16 - Privacy	Safeguarding information is handled confidentially and shared only with those who need to know in order to protect the child.
Article 19 - Protection from violence, abuse and neglect	The school maintains procedures for prevention, recognition, reporting, response, referral, record keeping and monitoring.
Articles 28 and 29 - Education and aims of education	Safeguarding learning is embedded through age-appropriate curriculum, Islamic values, wellbeing education, online safety and respectful relationships.
Articles 34, 36 and 39 - Exploitation and recovery	The school recognises sexual exploitation, commercial exploitation and other forms of harm, and supports recovery through pastoral care and external referral where needed.

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2. Scope, aims and safeguarding principles

The aims of this policy are to:

- support each child's development in ways that foster security, confidence and independence;
- provide a safe, supportive and respectful environment where students feel able to seek help and share concerns;
- ensure all staff understand their safeguarding responsibilities and can recognise and report concerns appropriately;
- identify, monitor and support students who may be vulnerable or at risk of harm;
- promote effective communication on safeguarding matters among all staff;
- ensure all members of the school community follow established procedures when responding to safeguarding concerns;
- establish and maintain effective partnerships with external agencies responsible for safeguarding and supporting children and families;
- ensure staff engaged in regulated activity are subject to appropriate pre-employment checks, including verification of identity, qualifications and relevant background checks;
- ensure this policy is published and distributed in both English and Arabic, and that safeguarding procedures are shared annually through staff induction.

School commitment: Awareness, Prevention, Reporting and Responding

Principle	Commitment
Awareness	Ensuring all staff recognise safeguarding concerns and understand the risks faced by children.
Prevention	Promoting safe practices and a proactive safeguarding culture to reduce risks to students.
Reporting	Ensuring all staff know how to identify, record and report safeguarding concerns promptly and appropriately.
Responding	Ensuring concerns relating to abuse or neglect are responded to promptly, with appropriate support and protective measures in place.

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3. Key terminology

Safeguarding and promoting the welfare of children: protecting children from abuse and neglect, supporting their health and development, ensuring they grow up in safe and nurturing environments, and enabling them to achieve the best possible outcomes.

Child protection: the actions and procedures undertaken to safeguard children who are experiencing, or are at risk of, significant harm.

Staff: all individuals working for or on behalf of the school, whether in a paid or voluntary capacity, and regardless of whether they are employed on a full-time, part-time, permanent, temporary or contracted basis.

Child: any individual under the age of 18. The school's duty of care extends to all students enrolled at Brighton International Academy, irrespective of age.

Parent: birth parents and any adult with parental responsibility or a caregiving role, including guardians, foster carers, adoptive parents and step-parents.

DSL: the Designated Safeguarding Lead with overall responsibility for coordinating safeguarding practice within the school.

DDSL: a Deputy Designated Safeguarding Lead who supports the DSL and acts in their place where required.

Disclosure: Disclosure is when a child tells somebody that they are experiencing abuse or neglect.

Child-on-child abuse: harmful behaviour by one student towards another, including bullying, coercive or intimidating behaviour, grooming, harmful online behaviour or sharing inappropriate material.

Whistleblowing: raising concerns about unsafe, unlawful or poor professional practice, including behaviour by colleagues that may place children at risk.

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Additional safeguarding terminology required for policy clarity

Term	Definition for Brighton International Academy
Abuse	A form of maltreatment of a child. Abuse may involve inflicting harm or failing to act to prevent harm. It can occur in school, at home, online, in the community or in any setting where adults or children interact.
Maltreatment	Any act, failure to act or pattern of behaviour that harms, exploits, neglects or places a child at risk of significant harm.
Physical abuse	Deliberately causing physical harm to a child, including hitting, shaking, throwing, burning, poisoning, suffocating, inappropriate restraint or fabricating/inducing illness.
Emotional abuse	Persistent emotional maltreatment that harms a child's emotional development, self-worth or sense of safety, including humiliation, rejection, intimidation, threats, isolation or exposure to domestic abuse.
Neglect	The persistent failure to meet a child's basic physical, emotional, medical, educational or supervisory needs, where this causes or is likely to cause harm to the child's health, safety or development.
Negligent behaviour	A failure by an adult responsible for a child to provide reasonable care, supervision, protection, medical attention, safe transport, hygiene or support, whether through action or inaction.
Sexual abuse	Forcing, persuading or involving a child in sexual activity or sexualised behaviour, whether or not the child understands what is happening and whether contact or non-contact activity is involved.
Child sexual exploitation	A form of sexual abuse where a child is manipulated, coerced, deceived or pressured into sexual activity, often in exchange for attention, gifts, status, money, protection, threats or perceived affection.
Commercial exploitation	Using a child for profit, advantage or gain, including child labour, trafficking, forced begging, criminal exploitation, sexual exploitation, exploitation through images, or any activity that harms the child's welfare or dignity.
Grooming	A process by which an adult or another child builds trust, control or emotional dependency in order to abuse, exploit, silence or manipulate a child. Grooming can occur face to face or online.
Online harm	Any technology-facilitated behaviour that places a child at risk, including cyberbullying, grooming, sexting, sharing harmful images, exposure to inappropriate content, coercion, harassment or exploitation.
Safeguarding concern	Any information, observation, disclosure, behaviour, incident or pattern that suggests a child may be unsafe, at risk, neglected, exploited or in need of support.

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4. Safeguarding governance and responsibilities

Responsibility for safeguarding sits with the Child Safety Team, led by the Principal as Designated Safeguarding Lead. Supporting the Principal are the Deputy Designated Safeguarding Leads.

Detailed responsibilities are provided in Appendix 1. The summary below explains the key accountability routes.

Role / group	Key safeguarding responsibility
<u>DSBM</u> <u>(Designated Safety Board Members)</u> - Mr. Khalid Essa Al Mannai - Dr. Ahmad Qabbary	Provide senior oversight, receive escalated concerns, and act as the reporting route where an allegation concerns the Principal/DSL. Ensure effective safeguarding arrangements are in place, the policy is reviewed and published, safer recruitment procedures are implemented, and allegations against staff are managed appropriately.
DSL (Designated Safeguarding Lead) Ms. Eman Omar (Principal)	Lead safeguarding implementation, advise staff, assess concerns, make referrals, maintain secure records and provide annual safeguarding reporting.
DDSLs/Child Safety Team (Deputy Designated Safeguarding Leads) - Ms. Amany Al Sheikh - Ms. Rubita Tahir - Ms. Ouassila Abbi - Ms. Susan Oommen	Support the DSL, advise staff, assist with referrals, maintain records, monitor vulnerable students and contribute to policy review. Receives safeguarding and welfare concerns, coordinates records and follow-up, and works with Ms. Eman Omar, DSL, on assessment, protective action and escalation. Serious allegations and concerns requiring external referral are escalated promptly to the DSL.
Human Resources Ms. Mona Qasem	Implement safer recruitment, pre-employment checks, reference verification, background screening, training records and adult suitability processes.
Nurse Ms. Samia Sowwan	Provide medical, emotional and pastoral support and alert the DSL/DDSL to safeguarding concerns.
All staff	Remain vigilant, listen carefully, record factually, report concerns immediately, follow the code of conduct and maintain professional boundaries.
Volunteers, visitors and contractors	Comply with school safeguarding expectations, identification procedures, supervision arrangements and reporting routes.
Parents and students	Engage with safeguarding procedures, raise concerns promptly and support the school in maintaining a safe environment.

The CEO/Board provides strategic oversight of safeguarding but does not manage day-to-day child protection cases. Safeguarding will be included as a standing item on relevant leadership/Board agendas. The CEO/Board will receive an annual safeguarding report from the DSL/Principal, including anonymised safeguarding data, training updates, strengths, patterns or trends, areas for development and recommended actions. The CEO/Board will review and approve key safeguarding policies and may issue or approve an annual safeguarding statement.

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Allegations or concerns about the conduct or suitability of staff, including senior leaders, volunteers or contractors must be reported directly to Ms. Eman Omar, Principal/DSL. Where the concern involves the Principal/DSL, it must be reported directly to the CEO, Mr. Khalid Essa Al Mannai, or designated Board Member, Dr. Ahmad Qabbary, without informing the Principal, in accordance with Section 14 and the Confidentiality, Privacy and Whistleblowing Policy.

5. Safer recruitment, induction and staff training

5.1. Safer Recruitment and Pre-Employment Checks

Safe adults are the foundation of a safe school. Brighton International Academy will apply safer recruitment, induction, training and probation procedures to help ensure that all adults are suitable to work with students and understand their safeguarding responsibilities.

The Recruitment, Hiring, Safer Recruitment, Induction and Staff Probation Policy is a linked HR policy and should be read alongside this Child Protection and Safeguarding Policy.

All staff, volunteers, contractors and external partners who work with, or may have access to, students must complete appropriate checks before starting their role. These may include identity checks, qualification checks, employment history checks, at least two professional references, current or most recent employer reference where possible, police or background checks, previous country checks where applicable, right to work or reside in Qatar, and confirmation of professional suitability.

HR must follow up any employment gaps, vague references, inconsistent information or safeguarding/conduct concerns before appointment. Referees must be able to verify whether any low-level concerns existed about the applicant's behaviour, conduct, safeguarding suitability or professional boundaries.

HR, in liaison with the Principal / DSL – Ms. Eman Omar, is responsible for ensuring that checks are completed, followed up and recorded. No adult may have unsupervised contact with students until the required checks, induction and safeguarding sign-offs are complete. Any approved interim arrangement must be documented, risk assessed and supervised. It must not override the requirement for safeguarding training before contact with children.

At least two people should be involved in shortlisting and interviews, and their names should be recorded in the applicant file. Interview processes should include professional, role-related and safeguarding questions.

2. Adult Suitability, Conduct and Reporting Concerns

All adults must declare any matter that may affect their suitability to work with children and must update HR immediately if their circumstances change. They must follow the Child Protection and Safeguarding Policy, Staff Code of Conduct, online safety expectations, confidentiality requirements, whistleblowing procedures and reporting procedures.

External partners, volunteers and contractors must follow school safeguarding expectations. Contracts, service agreements and volunteer arrangements should include safeguarding requirements, identity checks, supervision arrangements, confidentiality expectations and reporting procedures.

Any concern about an adult's conduct, behaviour or suitability must be reported immediately to the DSL or to the DDSs.

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3. Induction, Safeguarding Training and Probation

All staff and volunteers must receive safeguarding induction before or at the start of their role. Induction must include reporting concerns, online safety, whistleblowing, professional conduct, confidentiality, the Staff Code of Conduct, child-on-child abuse, anti-bullying, vulnerable students, safe working practice, and how to report allegations or concerns about staff, volunteers, contractors or other adults.

All staff must complete Level 1 safeguarding training before contact with children and must receive annual safeguarding training and regular safeguarding updates. HR must keep signed acknowledgements, induction records and training evidence securely in the staff file.

New staff will complete a probationary period of 6 months, depending on contract and role. Probation should include clear role expectations, safeguarding responsibilities, professional standards, regular check-ins, feedback and support. Any concern about the conduct, behaviour or suitability of a member of staff, volunteer, contractor or other school adult must be reported directly and immediately to Ms. Eman Omar, Principal/DSL. Concerns about the Principal/DSL must be reported directly to the CEO, Mr. Khalid Essa Al Mannai, or designated Board Member, Dr. Ahmad Qabbary, without informing the Principal, in accordance with Section 14.

Training levels and specialist training

Training level / area	Who should complete it
Level 1 safeguarding	All staff
Level 2 safeguarding	Leaders and staff with additional pastoral responsibilities
Level 3 safeguarding	DDSL & DSL
Safer recruitment training	Head of HR

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6. Staff code of conduct and professional boundaries

Brighton International Academy is committed to high standards of professional conduct to safeguard and promote the welfare of all students. The Staff Code of Conduct is a linked policy and should be read alongside this Child Protection and Safeguarding Policy.

All staff are in a position of trust and must act as positive role models, maintain professional boundaries and treat students with dignity, respect and fairness. Staff must follow all safeguarding, behaviour, online safety, health and safety, first aid, confidentiality and related school policies.

Staff must remain vigilant to signs of abuse, neglect, behaviour changes, bullying, online risk or any concern that may indicate a student is unsafe. Concerns must be reported immediately to the DSL, or to the DDSs.

Staff must use appropriate language, meet students only in appropriate and visible settings, avoid secluded one-to-one situations, refrain from using student bathrooms or changing facilities, and follow school expectations for communication, social media, mobile technology, physical support and physical intervention.

Any inappropriate, exploitative or sexual relationship with a student, or former student, is strictly prohibited and may constitute a criminal offence. The creation, possession or sharing of indecent images of children, including electronically, is illegal.

All staff, volunteers, contractors, external partners, Board members and other adults who work with or around students must review and confirm that they have read, understood and will follow the Staff Code of Conduct and safeguarding expectations. This should be completed on appointment and reviewed annually where applicable. The Code of Conduct applies to behaviour on and off the school premises, including online conduct, communication, professional boundaries and any behaviour that may affect suitability to work with children.

7. Safe school environment, supervision and site security

- All leaders and staff are responsible for ensuring students are properly supervised throughout the school day to support their safety, welfare and wellbeing.
- The school's duty of care begins at **6:30 a.m.** Parents are informed that supervision is not available before this time. Students must be supervised during arrival, lessons, breaks, transitions, clubs and dismissal. No class, group or student should be left unattended.
- Students must remain on the school site unless authorised to leave by a parent/carer through the agreed school procedure. Early departures must be recorded and monitored.
- Duty staff must attend their allocated areas on time, actively supervise, remain vigilant and avoid distractions. Dismissal procedures must be followed so that students leave safely and are released only to authorised adults or approved arrangements.
- The school supports site safety through secure gates, CCTV, controlled access and a school identification system. Staff must wear their school identification lanyard while on site. Parents/guardians must present their school-issued parent card at the entrance before access is permitted. Visitors and contractors must sign in and wear the school-issued visitor lanyard while on the premises. Visitors must be accompanied during teaching hours unless authorised.
- Risk assessments are completed for premises, equipment, visits, transport and off-site activities, and must include safeguarding considerations. Educational visits require senior leader approval, Ministry approval where required, and written parent/carer consent. Staff must not transport students in private vehicles.
- The school conducts fire drills, maintains first aid arrangements and has a qualified nurse on site during the school day.
- An accident or injury does not automatically mean negligence. However, staff must take reasonable steps to safeguard students and follow school supervision procedures at all times.

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7.1 Intimate Care

Early childhood and younger students require especially vigilant supervision, age-appropriate support, secure handover arrangements, careful toileting/changing procedures, and clear communication with parents and carers. Staff working with younger children must review the Intimate Care Policy.

7.2 Health and safety

Brighton International Academy Health and Safety arrangements are set out in a separate Health and Safety Policy. Safeguarding concerns arising through health and safety matters must be reported promptly to the DSL/DDSL where student welfare may be affected.

7.3 Safeguarding risk assessment and site audit expectations

Safeguarding risk assessment covers the school's premises, facilities, supervision systems and activities. The DSL/DDSL, safety officer, relevant senior leaders and activity leaders will consider safeguarding risk alongside health and safety risk.

Area to review	Safeguarding focus
Premises and facilities	Visibility, blind spots, toilets/changing areas, CCTV coverage, gates, reception control, visitor movement, lighting, medical room privacy and safe use of classrooms.
Supervision routines	Arrival, dismissal, break duties, corridors, washroom passes, clubs, transport, prayer areas, playgrounds, canteen and movement between lessons.
Educational visits and field trips	MOEHE approval, parental consent, staff/student ratios, gender-sensitive arrangements, medical needs, transport, emergency contacts, student grouping, lost-child procedures and external venue risk.
Online learning and digital systems	Filtering, monitoring, safe communication, image sharing, data privacy, cyberbullying, online reporting and acceptable use.
External providers and contractors	Identity checks, supervised access, safeguarding clauses, staff conduct expectations and clear reporting route.
Students with additional vulnerability	limited English, medical needs, family circumstances, previous concerns, frequent absence, emotional distress and any student requiring enhanced supervision or support.

8. Recognising abuse, neglect and vulnerability

All staff must be able to recognise possible signs of abuse, neglect, harm and vulnerability. Staff are not expected to decide whether a concern is accidental or non-accidental; all concerns must be reported immediately to the DSL or to the DDSLs.

Staff should be aware of key safeguarding risks, including physical abuse, emotional abuse, neglect, sexual abuse, bullying and cyberbullying, online harm, child-on-child abuse, children missing education, domestic abuse, child sexual exploitation, harmful behaviour, mental health concerns, self-harm, substance misuse and unsafe adult conduct.

Concerns may arise from a child's behaviour, fear, anxiety, distress or reluctance to go home, or from parent/carer behaviour such as failure to seek medical care, rejection, unrealistic expectations, substance misuse, poor communication with school or domestic abuse concerns.

Detailed signs and indicators of abuse are included in Appendix 2.

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9. Supporting and monitoring vulnerable students

Brighton International Academy recognises that children who experience abuse or witness violence may struggle with self-esteem, feelings of shame and emotional wellbeing. For some vulnerable children, the school environment may provide an important source of stability, safety and support.

The school understands that children who have experienced harm may display a wide range of behaviours, including those that appear typical, withdrawn or challenging. The DSL and Child Safety Team will ensure that safeguarding concerns are managed consistently and appropriately for all children who are vulnerable, at risk of harm, or suspected of experiencing abuse.

The school will support students by:

- promoting a safe and nurturing environment;
- building positive self-esteem and trust;
- working in partnership with relevant agencies;
- making timely referrals where concerns arise;
- providing appropriate early help where needed;
- contributing to assessments and support plans;
- ensuring the secure transfer of safeguarding information when a student moves to another school.

Some students may be at increased risk of abuse or neglect due to factors such as domestic abuse, family circumstances, discrimination, exploitation, social isolation or limited English proficiency. Such students will be identified, monitored and supported through the school's safeguarding systems.

9.1 Helping students to stay safe

- Students will be provided with regular opportunities to develop the knowledge, skills and confidence needed to recognise and manage risks safely, both online and offline.
- Safeguarding, wellbeing and online safety will be promoted through the curriculum, awareness initiatives and daily school life.
- The school will foster a culture of openness, respect and trust, encouraging students to seek support from a trusted adult whenever they have a concern.
- Year leaders, teachers and pastoral staff will conduct regular wellbeing check-ins, while student surveys will be used to identify concerns, monitor trends and inform pastoral support and intervention.

9.2 Student safeguarding curriculum, voice and awareness programme

The school will review its safeguarding education annually to ensure students receive age-appropriate, culturally appropriate learning through the PSHE/SEL Curriculum, assemblies, class discussions, online safety lessons and wellbeing activities. Content will be aligned with local laws, Islamic values education, and the school's behaviour, anti-bullying, online safety and wellbeing systems.

The PSHE/SEL Curriculum will include safeguarding themes such as bullying and child-on-child abuse, trusted adults, personal safety, boundaries, online safety, safe and unsafe situations, neglect, wellbeing, emotional regulation, seeking help, and how to report worries. These topics will be taught sensitively and in an age-appropriate way, using Islamic values such as mercy, dignity, respect, responsibility, trustworthiness and protection from harm.

Student voice will be gathered through surveys, class discussions, pastoral check-ins and safe reporting routes. Leaders will review student feedback to improve safeguarding procedures, supervision, wellbeing provision and PSHE/SEL curriculum content.

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Student voice will be used not only to gather feedback but also to improve safeguarding practice. Leaders will review student feedback, identify themes, act on concerns where appropriate, and report back to students in an age-appropriate way about actions or improvements made. Where appropriate, anonymised student voice findings may be shared with the CEO/Board to support safeguarding oversight and whole-school improvement.

10. Responding to safeguarding concerns and disclosures

Children may find it difficult to disclose abuse because of fear, shame, guilt or threats. Staff must listen calmly, reassure the child and take every concern seriously, including suspected, disclosed or historical abuse. Student safeguarding and welfare concerns must be reported immediately to Ms. Amany Al Sheikh, DDSL and main safeguarding contact, who coordinates with Ms. Eman Omar, DSL. Allegations or concerns about the conduct or suitability of school adults must follow the separate reporting route in Section 14: directly to Ms. Eman Omar, or to the CEO/designated Board Member where the concern involves her. Staff must not investigate, delay reporting or attempt to resolve the matter informally.

10.1 If a child shares a concern

Staff must:

- listen calmly and allow the child to speak freely;
- provide reassurance and tell the child they have done the right thing;
- avoid leading, investigative or repeated questioning;
- not investigate the concern;
- not make assumptions or give personal opinions;
- not promise confidentiality;
- explain, at an appropriate stage, that the information will need to be shared with the DSL/DDSL in order to keep the child safe;
- make an immediate factual written record using the child's own words wherever possible;
- include relevant dates, times, locations and individuals involved;
- Sign, date and submit the record without delay to Ms. Amany Al Sheikh, DDSL, through the school's safeguarding reporting procedure.

10.2 Immediate reporting route

1. A student discloses a concern or a staff member becomes concerned about a student's welfare.
2. The staff member listens, reassures, records facts and does not investigate.
3. Report the concern immediately to Ms. Amany Al Sheikh, DDSL and main safeguarding contact. Urgent concerns must be reported verbally at once, followed by a factual written record.
4. Ms. Amany coordinates with Ms. Eman Omar, DSL, to assess the concern, agree immediate protective action and record decisions.
5. Ms. Eman leads any necessary external referral or escalation, including serious allegations. Safeguarding communication with parents/carers is managed by Ms. Amany or Ms. Eman, unless contact could increase risk or compromise safeguarding action.
6. Ms. Amany coordinates monitoring, records and follow-up with Ms. Eman. Case closure or transfer is agreed with the DSL and documented.

If Ms. Amany is unavailable, report directly to Ms. Eman or another DDSL without delay. Immediate danger requires urgent protective action and emergency assistance where necessary; staff must not wait for the usual contact. Concerns involving Ms.

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Amany must go directly to Ms. Eman. Concerns involving Ms. Eman must follow the CEO/Board reporting route without informing her.

The reporting route through Ms. Amany applies to student safeguarding and welfare concerns. Allegations or concerns about the conduct or suitability of school adults must be reported directly through the separate route in Section 14.

The safeguarding reporting and referral flowchart is included in Appendix 4.

10.3 Protocol for suspected or disclosed maltreatment, abuse or exploitation

All suspected or disclosed maltreatment, abuse, neglect, exploitation or serious welfare concerns must be treated as safeguarding concerns. Staff must not investigate, promise secrecy, contact alleged perpetrators, share information informally or delay reporting while seeking proof.

Stage	Required action
Recognise	Notice disclosure, injury, behaviour change, unsafe interaction, attendance concern, online concern, bullying pattern, neglect indicator, exploitation risk or any other sign that a child may be unsafe.
Respond	Listen calmly, reassure the child, use the child's own words, avoid leading questions, explain that information must be shared with the DSL/DDSL to keep the child safe.
Record	Write a factual record immediately, including date, time, location, persons present, exact words used, visible injuries or observations, action taken and any immediate safety concerns.
Report	Report student safeguarding concerns immediately to Ms. Amany Al Sheikh, DDSL, following the alternative arrangements in Section 10.2 where necessary. Do not delay reporting to complete the written record. Allegations or concerns about school adults must follow Section 14.
Assess	Ms. Amany coordinates with Ms. Eman Omar, DSL, to assess risk, previous records, immediate safety, medical needs, parent contact and any need for external advice or referral.
Refer/escalate	Ms. Eman leads external referrals and escalation where required. Ms. Amany coordinates agreed support with her. Safeguarding parent contact is managed by Ms. Amany or Ms. Eman unless it could increase risk to the child or compromise safeguarding action.
Monitor and close	Ms. Amany coordinates monitoring, records and follow-up with Ms. Eman. Case closure or transfer is agreed with the DSL and documented once appropriate safeguarding action has been completed.

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11. Recording, confidentiality and information sharing

All safeguarding and child protection matters must be treated as confidential. Information must only be shared with those who have a legitimate need to know in order to safeguard and support the child. The school concern recording form must be used where a written safeguarding record is required.

- The DSL or DDSL will determine what information should be shared with staff or other relevant parties in order to safeguard and support a child.
- Any disclosure or concern must be recorded promptly, using the child's own words where possible, including relevant dates, times, locations and individuals involved.
- The written record must be signed, dated and submitted without delay to Ms. Amany Al Sheikh, DDSL and main safeguarding contact, or through the alternative reporting route in 10.2. Ms. Amany coordinates safeguarding records and follow-up with Ms. Eman Omar, DSL.
- Brighton International Academy will maintain accurate and up-to-date child protection and safeguarding records.
- Safeguarding records may be stored securely in either physical or electronic format.
- Records must be stored separately from ordinary student files, password protected where held electronically, and kept in a locked cabinet where held physically.
- Access to safeguarding records is strictly limited to those who require the information in order to safeguard and support the student.
- Safeguarding records must be transferred securely when a student moves to another school, where appropriate and in line with school procedures and applicable legal requirements.

Brighton International Academy will not use any non-disclosure agreement, confidentiality agreement or informal arrangement that prevents the transparent sharing of child safeguarding concerns, complaints, allegations, enquiries, investigations or findings with those who need to know in order to protect children.

All safeguarding concerns, disclosures, allegations, referrals, decisions and actions must be securely recorded and retained in line with school procedures and applicable legal requirements, including cases where no further action is taken. Safeguarding records will be reviewed periodically by the DSL/Principal, using anonymised information where appropriate, to identify possible patterns, repeated concerns, adult suitability issues, supervision weaknesses or areas requiring further action.

12. Working with parents and external agencies

Parents/carers will normally be informed before a referral is made to an external agency unless doing so could place the child at increased risk or compromise an investigation. Where uncertainty exists, advice will be sought from the appropriate safeguarding authority in Qatar, such as the Sidra Child Advocacy Program or AMAN.

Communication with parents regarding safeguarding concerns will be managed only by the DSL or DDSL.

Where concerns arise, the school will work with relevant agencies, healthcare professionals, the Ministry of Education, child protection services and other external services as appropriate. Referrals should be recorded, including the date, time, person contacted, advice received, action taken and outcome.

13. Anti-bullying & Child-on-Child Abuse

Brighton International Academy recognises that some student behaviours may place others at risk, including bullying, cyberbullying, grooming, sexting, coercion, intimidation, sharing harmful or inappropriate material, and initiation practices or rituals.

The school does not tolerate child-on-child abuse, especially where there is an imbalance of power or trust. All concerns will be recorded, assessed and referred where necessary.

Bullying is addressed through the separate Anti-Bullying Policy. Where bullying raises safeguarding concerns, it will be managed through safeguarding procedures.

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The school will support any student who has been harmed, take appropriate action with the student who caused harm, communicate with parents where appropriate, and consider any further safeguarding, disciplinary or external agency action required.

14. Allegations, Concerns About Adults and Whistleblowing

Brighton International Academy takes all allegations, low-level concerns and whistleblowing concerns seriously. This includes concerns about any member of staff, volunteer or contractor whose behaviour has harmed, may have harmed, or may pose a risk to a child, whether the concern relates to conduct inside or outside school.

Staff must not investigate, ask leading questions or promise confidentiality. Concerns must be recorded clearly using the informant's own words, signed, dated and reported immediately.

All allegations will be managed in line with Brighton International Academy procedures and relevant safeguarding guidance in Qatar. Staff subject to an allegation will be treated fairly, consistently and confidentially. Suspension is not automatic, but may be used where necessary to safeguard children, following consultation with Brighton International Academy Head Office Human Resources. Where the allegation involves the Principal, any decision regarding suspension will be made jointly by the CEO and the Board.

Staff also have a professional duty to raise concerns about unsafe practice, misconduct, poor safeguarding practice, health and safety concerns, misuse of school resources, or any behaviour that may place students at risk. Concerns raised in good faith will be treated confidentially, and staff will be protected from victimisation.

Concern relates to	Report to
Member of staff, volunteer or contractor	Principal / DSL
Principal / DSL	CEO - Mr. Khalid Essa Al Mannai/ Board Member – Dr. Ahmad Qabbary without informing the Principal
Serious or urgent risk	DSL/DDSL and appropriate external authority / emergency services as required

15. Physical intervention and use of reasonable force

- Physical intervention will only be used as a last resort to prevent harm to a student or others.
- Any intervention must involve the minimum reasonable force necessary.
- Staff will receive regular training in de-escalation and safe physical intervention techniques where relevant.
- All incidents involving physical intervention must be recorded, witnessed and retained securely.
- Parents should be informed where appropriate and in accordance with school procedures.
- Inappropriate or excessive physical intervention may result in safeguarding or disciplinary action.
- Staff will be provided with guidance on appropriate physical contact and professional boundaries when working with students.

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16. Self-harm, suicidal behaviour and serious mental health concerns

Brighton International Academy will manage all concerns relating to self-harm or suicidal behaviour sensitively and in accordance with Islamic principles, Qatari law and national safeguarding requirements. Any suspected or confirmed incident will be reported immediately to the appropriate authorities, parents will be informed, and the school will work with relevant agencies, including healthcare and child protection services, to ensure appropriate support and intervention.

A student's return to school following an incident of self-harm or suicidal behaviour will be considered on an individual basis and will depend on professional medical advice, risk assessments and recommendations from relevant authorities. Where appropriate, the student will remain subject to ongoing safeguarding monitoring and support. The DSL/DDSL, counsellor and nurse should be involved as appropriate. All decisions, communications, referrals, risk assessments and support plans must be recorded securely and confidentially.

17. Online safety, mobile phones, photography and media consent

17.1 Online safety

This section should be read alongside Brighton International Academy's Online Safety and Cyber Safety Policy, which provides detailed procedures for filtering and monitoring, cyberbullying, artificial intelligence, deepfakes, mobile devices, social media, digital images, reporting and record keeping.

Brighton International Academy recognises that digital technology plays an important role in students' learning and daily lives. The school also acknowledges the risks associated with online activity, including cyberbullying, online exploitation, inappropriate content, radicalisation and other forms of online harm. The school is committed to promoting safe and responsible use of technology and fulfilling its safeguarding responsibilities.

- All students and parents must sign the ICT Acceptable Use Agreement before access to school technology is granted.
- Students will receive regular education and guidance on online safety through the curriculum, PSHE, assemblies and pastoral programmes.
- Students will receive age-appropriate instruction on the safe and responsible use of technology.
- The school will maintain appropriate filtering, monitoring and firewall systems to restrict access to unsuitable online content.

17.2 Mobile phones, photography and media consent

- Staff and members of the school community are expected to use mobile devices responsibly and professionally at all times.
- Personal device use must not compromise student supervision, confidentiality or the quality of care provided, and all use should remain transparent and appropriate.
- A signed media consent form must be obtained for every student before any photographs or recordings are taken or published.
- Staff may only use and upload student images once appropriate consent has been received and verified.
- The use of photographs, video recordings and digital images must comply with school procedures and parental consent requirements.
- Visitors must obtain authorisation before taking photographs on school premises.
- Personal information and digital content must be stored securely.

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18. Support for those involved in safeguarding matters

Safeguarding concerns and allegations can have a significant emotional impact on students, families and staff. Brighton International Academy will treat all safeguarding concerns and disclosures seriously, respond promptly, maintain confidentiality and ensure that information is shared only with those who need to know.

Ms. Amany Al Sheikh, DDSL, will normally act as the main point of contact and coordinate appropriate support in consultation with Ms. Eman Omar, DSL, who retains overall safeguarding responsibility. Where appropriate, the school will provide access to additional support services and will follow all relevant safeguarding, whistleblowing, complaints and disciplinary procedures. Where allegations involve a member of staff, separate points of contact will be appointed where necessary to ensure impartiality and avoid conflicts of interest.

19. Monitoring, evaluation and annual review

The effectiveness of safeguarding arrangements will be monitored and reviewed regularly through a range of quality assurance measures, including leadership reviews, consultation with staff and students, analysis of attendance and incident data, evaluation of risk assessments, consideration of parental feedback, and review of any changes to teaching and learning provision, including online learning.

The Principal/DSL will actively contribute to the ongoing review, evaluation and development of safeguarding and child protection policies, procedures and practices across Brighton International Academy. The Principal/DSL will provide an annual safeguarding report to the Brighton International Academy Board and CEO, including anonymised safeguarding data, training undertaken, strengths, areas for development and recommendations for improvement.

19.1 Monitoring, evaluation and safeguarding quality assurance cycle

Monitoring and evaluation must consider both whether procedures exist and whether they are effective in practice. The DSL/Principal will ensure that findings are used to improve systems, training, communication and student support.

Area monitored	How effectiveness will be evaluated
Reporting procedures	Review concern forms, timelines, staff understanding, quality of records, escalation decisions and staff confidence in reporting.
Case management	Review anonymised case chronology, actions taken, support provided, referrals, closure rationale and follow-up monitoring.
Training	Monitor completion, attendance, assessment/feedback, new staff induction, annual refreshers, DSL/DDSL advanced training and safer recruitment training.
Premises and facilities	Conduct regular safeguarding walks and audits of supervision, access control, toilets/changing areas, medical room, visibility, CCTV and site security.
Educational visits and field trips	Review risk assessments, staff ratios, approvals, transport, consent, medical planning, incident logs and post-trip evaluations.
Student programmes	Review curriculum coverage, student voice, assemblies, wellbeing initiatives, online safety education and age-appropriate personal safety learning.
Recruitment and adult suitability	Audit records, references, background checks, name history, self-declarations, volunteer checks, contractor agreements and training evidence.
External agencies and parents	Evaluate communication, referral outcomes, follow-up, advice received, confidentiality and partnership working.

The outcome of monitoring will feed into the safeguarding improvement plan, staff briefing priorities, curriculum review, risk assessment updates, recruitment improvements and annual report to the CEO/Board.

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Appendices

- Appendix 1 - Roles and Responsibilities
- Appendix 2 - Signs of Abuse and Neglect
- Appendix 3 - Staff Code of Conduct Acknowledgement
- Appendix 4 - Safeguarding Reporting and Referral Flowchart
- Appendix 5 - WASC/ITFCP Legal and Standards Alignment
- Appendix 6 - Annual Safeguarding Review, Audit and Training Cycle

Appendix 1 - Roles and Responsibilities

Responsibilities of the Brighton International Academy Board

- Ensure that effective safeguarding arrangements are in place across all schools and that all children, particularly those who are vulnerable, in need, or at risk of harm, are safeguarded and protected.
- Ensure that a comprehensive Child Protection and Safeguarding Policy is in place, reviewed annually (or more frequently where required), and published internally and externally.
- Ensure that safer recruitment procedures are implemented and that appropriate procedures are in place for managing allegations against staff.
- Ensure that the roles and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) are clearly defined and effectively implemented.
- Support the Principal in ensuring that:
 - the DSL undertakes appropriate inter-agency safeguarding training, updated at least every two years; all staff receive annual safeguarding training and read the Child Protection and Safeguarding Policy; the Head of Human Resources completes safer recruitment training; and
 - staff receive training in safe physical intervention and de-escalation techniques to maintain the safety and wellbeing of students and staff.
- Ensure that safeguarding training is delivered at the appropriate level:
 - Level 1: All staff
 - Level 2: Staff with pastoral leadership responsibilities
 - Level 3: The Designated Safeguarding Lead (DSL), Principal and Heads of School
- In the event of an allegation being made against the Principal, ensure that any decision regarding suspension is made jointly by the Chief Executive Officer (CEO) and the Brighton International Academy Board.

Responsibilities of the Principal / Designated Safeguarding Lead (DSL)

- Lead the implementation, monitoring and annual review of the Child Protection and Safeguarding Policy and all associated safeguarding procedures within the school.
- Serve as a member of the Child Safety Team and act as the school's principal source of safeguarding advice, guidance and expertise for staff.

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- Ensure that all safeguarding concerns are assessed appropriately and that referrals to external agencies are made promptly, in writing following an initial telephone referral where required.
- Maintain up-to-date knowledge of local safeguarding procedures, referral pathways and threshold criteria, and liaise effectively with relevant agencies, healthcare professionals, the Ministry of Education and other external services.
- Ensure all safeguarding records are maintained securely and confidentially, stored separately from student files, password protected where held electronically, and transferred securely when a student moves school.
- Ensure the suitability of all adults working on school premises through robust safer recruitment procedures, including appropriate pre-employment checks and confirmation that candidates for management positions are not prohibited from managing independent schools.
- Complete and maintain appropriate safeguarding and Safer Recruitment training and ensure that all staff, volunteers, Year Leaders receive safeguarding induction, annual training and regular updates, including e-safety, whistleblowing, professional conduct and safe working practices.
- Ensure all staff and volunteers receive safeguarding induction, including the Child Protection and Safeguarding Policy, Employee Handbook, and details of the Designated Safeguarding Lead (DSL), Deputy DSLs (DDSLs) and Child Safety Team.
- Ensure all staff receive regular safeguarding updates, including training on e-safety, whistleblowing procedures and reporting concerns.
- Ensure Year Leaders receive in-house safeguarding training at least twice annually.
- Ensure all staff, students, parents and community users are aware of safeguarding procedures and reporting processes, and that the names and photographs of the DSL and Deputy DSLs are clearly displayed throughout the school.
- Ensure all parents are informed of the school's safeguarding arrangements through publication of the Child Protection and Safeguarding Policy on the school website and other appropriate communication channels.
- Ensure community organisations and external providers using school facilities are aware of, and comply with, the school's safeguarding expectations and procedures.
- Promote a positive safeguarding culture in which staff feel confident to raise concerns, students are taught how to keep themselves safe, including online, and anti-bullying procedures are effectively implemented.
- Ensure written records of bullying incidents are maintained, monitored and reviewed appropriately.
- Promote staff awareness that students with Special Educational Needs and Disabilities (SEND), and those perceived as different, may be at increased risk of bullying, abuse or neglect.
- Ensure vulnerable students, including those with SEND and students subject to Child Protection Plans, receive appropriate support and that any unexplained absence is followed up promptly.
- Ensure allegations against staff are managed appropriately, liaise with the Ministry of Education Link Officer where required, notify the CEO of significant safeguarding concerns, and, in conjunction with the CEO, notify the police where a crime is suspected.
- Ensure that any individual who has harmed, or may pose a risk to, a child is referred to the appropriate statutory or regulatory authorities, including referrals for barring where required.
- Ensure all incidents involving physical intervention are recorded in a secure log and that any intervention causing injury or distress is considered under safeguarding and disciplinary procedures.

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- Ensure that all self-harm or attempted suicide concerns are managed sensitively and in accordance with Islamic values, Qatari law and local procedures, including immediate referral to the appropriate authorities, liaison with parents and external agencies, and implementation of multi-agency support arrangements.
- Ensure students returning to school following incidents of self-harm or attempted suicide meet agreed reintegration requirements and continue to receive appropriate safeguarding monitoring and support.
- Ensure parental consent is obtained before photographs or recordings of students are taken or published, that a student's full name is never published alongside their image.
- Ensure students are appropriately dressed in all photographs, videos and images, and that student images are not transmitted through personal email accounts or unauthorised platforms.
- Ensure all staff clearly understand expectations regarding the professional use of mobile phones and personal devices during working hours.
- Provide staff with clear guidance on professional boundaries, including appropriate physical contact, safe use of technology and mobile devices, the requirement that individual meetings with students, either in person or online, take place only through agreed school procedures, with appropriate authorisation, visibility, professional boundaries and safeguarding arrangements.
- Notify the relevant regulatory or inspection authorities of any serious safeguarding incidents or allegations as soon as reasonably practicable.
- Actively contribute to the ongoing review, evaluation and development of safeguarding and child protection policies, procedures and practices across Brighton International Academy.
- Provide an annual safeguarding report to the Brighton International Academy Board and CEO, including anonymised safeguarding data, training undertaken, strengths, areas for development and recommendations for improvement.
- Conduct and sign a monthly random audit of safeguarding case files, record any identified actions, assign responsibility and deadlines, and confirm that corrective actions have been completed.

Responsibilities of the Head of Human Resources

- Complete Safer Recruitment Training at least every five years and maintain an up-to-date training record.
- Ensure safer recruitment procedures are implemented across Brighton International Academy, including robust pre-employment checks, reference verification, background screening and risk assessment.
- Liaise with the Principal to ensure all required checks are completed, including confirming that candidates for management positions are not prohibited from managing independent schools.
- Ensure that safeguarding concerns or allegations against adults are referred to the appropriate authorities and that referrals are made where individuals are deemed unsuitable to work with children.

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Responsibilities of the Deputy Designated Safeguarding Leads (DDSLs)

- Ms. Amany Al Sheikh is the main point of contact for safeguarding and student welfare concerns. She receives reports, coordinates records and follow-up, and works with Ms. Eman Omar, DSL, on safeguarding assessment and action. Serious allegations and matters requiring external referral are escalated promptly to the DSL.
- Deputy Designated Safeguarding Leads are members of the Child Safety Team and support the Principal/DSL in the effective implementation of safeguarding and child protection procedures across the school.
- Support the implementation, monitoring and review of the Child Protection and Safeguarding Policy and ensure staff comply with their safeguarding responsibilities.
- Where involved in recruitment, complete Safer Recruitment Training and support the Principal in ensuring the suitability of all adults working with children through robust recruitment and pre-employment checks.
- Support the Principal in ensuring all staff and volunteers receive safeguarding induction, annual training and regular updates, including e-safety, whistleblowing, professional conduct and safe working practices.
- Act as a source of safeguarding advice and support for staff, promoting a culture in which children are listened to and concerns are raised promptly.
- Remain alert to safeguarding concerns, including domestic abuse, children missing education, child trafficking, bullying, self-harm, peer-on-peer abuse, and the needs of vulnerable students, including those with SEND and young carers.
- Develop and maintain a working knowledge of local safeguarding procedures, early help processes, referral thresholds and child protection case management arrangements in Qatar.
- Seek advice from the Principal/DSL and liaise with external agencies and professionals as appropriate when concerns arise or referrals are required.
- Keep detailed, accurate and confidential safeguarding records, ensuring that records are stored securely, password protected where held electronically, and transferred securely when students move school.
- Ensure action is taken where a student subject to a Child Protection Plan is absent without explanation, and support the Principal in maintaining accurate safeguarding data and reports.
- Share safeguarding information strictly on a need-to-know basis and ensure all safeguarding matters are handled confidentially.
- Promote awareness and implementation of the Anti-Bullying Policy, ensure records of bullying incidents are maintained, and raise staff awareness that students with SEND or perceived differences may be more vulnerable to abuse or bullying.
- Support the management of allegations against staff, child-on-child abuse incidents, incidents involving physical intervention, and ensure appropriate procedures are followed in all safeguarding cases.
- Ensure all incidents involving physical intervention are recorded appropriately and that any intervention causing injury or distress is considered under safeguarding or disciplinary procedures.
- Support the Principal in responding to incidents of self-harm or attempted suicide in accordance with Qatari law, Islamic values and school procedures, including liaison with parents, relevant authorities and external agencies.

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- Support the Principal in ensuring that students returning to school following incidents of self-harm or attempted suicide meet agreed reintegration requirements and continue to receive appropriate safeguarding monitoring and support.
- Ensure parental consent is obtained before photographs or recordings are taken or published, that students are appropriately dressed in all images
- Provide staff with guidance on professional boundaries, including appropriate physical contact, safe use of technology and the requirement that individual meetings with students, either in person or online, take place only through agreed school procedures, with appropriate authorisation, visibility, professional boundaries and safeguarding arrangements.
- Actively contribute to the ongoing review and evaluation of safeguarding policies, procedures and practice across the Academy.
- Ensure that contact with parents regarding safeguarding matters is made only by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Responsibilities of All Staff

- Safeguarding and promoting the welfare of children is the responsibility of all staff. All staff must remain vigilant to signs of abuse, neglect and safeguarding concerns, including those involving child-on-child abuse.
- Listen carefully to children who disclose safeguarding concerns, take all concerns seriously, and report them immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).
- If receiving a disclosure, staff must not investigate, ask leading questions, make assumptions or promise confidentiality. Staff must explain that concerns will only be shared with those who need to know in order to keep the child safe.
- Make an immediate, accurate and factual written record of any concern or disclosure, using the child's own words wherever possible, and submit this to the DSL or DDSL without delay.
- Seek advice and support from the DSL or DDSL whenever concerns arise regarding a student's welfare or safety.
- Remain alert to concerns regarding the conduct of colleagues and report any behaviour that may have harmed, or may pose a risk of harm to, a child. Concerns regarding staff should be reported to the Principal/DSL, while concerns regarding the Principal must be reported directly to the CEO or the Brighton International Academy Board.
- Raise concerns about poor or unsafe safeguarding practice, including concerns relating to the management of safeguarding or the actions and attitudes of colleagues.
- Familiarise themselves with, and comply with, the Employee Handbook, Staff Code of Conduct, Child Protection and Safeguarding Policy, and all associated safeguarding procedures.
- Use mobile phones and technology responsibly and professionally at all times. Personal device use must not compromise student supervision, confidentiality or the quality of care provided. All use remains open to scrutiny.

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- Respect parental preferences regarding photographs and media consent, ensure visitors have authorisation before taking photographs, and keep all digital content and personal information secure.
- Use physical intervention only as a last resort to prevent harm and apply the minimum force necessary. All incidents involving physical intervention must be recorded, signed and witnessed.
- Maintain student safety online and adhere to the school's online safety expectations and procedures.
- Maintain appropriate professional boundaries at all times and must not meet with students individually, either in person or online, outside agreed school procedures.

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Appendix 2 - Signs of Abuse and Neglect

Brighton International Academy recognises its responsibility to ensure that all staff are aware of current safeguarding issues and receive appropriate guidance on identifying and responding to concerns. In addition to abuse and neglect, staff will receive training and support in relation to specific safeguarding risks, including bullying, children missing education, child sexual exploitation, domestic abuse, substance misuse, fabricated or induced illness, youth violence, gender-based violence and mental health concerns.

Recognising abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Staff are not expected to determine whether an injury is accidental or non-accidental. Any concern must be reported immediately to Ms. Amany Al Sheikh, DDSL and main safeguarding contact, or through the alternative reporting route in 10.2.

Physical Abuse - indicators

Physical Indicators	Behavioural Indicators
Unexplained bruises, burns, fractures or injuries	Fearful, withdrawn or aggressive behaviour
Injuries in various stages of healing	Reluctance to go home or fear of specific individuals
Patterned injuries, such as handprints or belt marks	Wary of physical contact
Bite marks, unexplained scars or repeated injuries	Wears inappropriate clothing to conceal injuries
Frequent complaints of pain without clear cause	Frequent absences or lateness
	Flinching when approached or touched
	Self-destructive or risk-taking behaviour

Common injury sites

Common Sites for Accidental Injuries	Common Sites for Non-Accidental Injuries
Forehead, chin, elbows, knees, shins	Eyes, cheeks, ears and neck
Hands and lower legs	Mouth and frenulum injuries
	Shoulders, upper arms and torso
	Inner thighs, buttocks and genital area
	Back, abdomen and multiple injury sites

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Physical abuse concerns

Common Forms of Physical Abuse	Indicators Raising Concern for Non-Accidental Injury
Fingertip bruising consistent with slapping	Delay in seeking medical assessment or treatment
Bruising to the face or head	Evidence of medical neglect
Thumb or grip marks beneath the clavicles	Inappropriate or unusual parental response to the injury
Mouth injuries, including torn lips, gums or frenulum injuries	Concerning interactions between the child and parent/carer
Ear injuries or bruising	Inconsistent, vague or changing explanations of the injury
Bilateral black eyes without adequate explanation	Complex or implausible injury history
Abdominal injuries resulting from blows	Disclosures made by the child or concerning statements
Unexplained burns or scalds	Observations that should be accurately recorded, dated and reported

Emotional Abuse - indicators

Physical Indicators	Behavioural Indicators
Delayed physical, emotional or social development	Low self-esteem or lack of confidence
Speech or developmental delay	Withdrawn, anxious or overly compliant behaviour
Frequent psychosomatic complaints (e.g. headaches, stomach aches)	Extreme behaviour, including aggression or attention-seeking
Poor growth not linked to a medical condition	Excessive fear of making mistakes or trying new things
Self-harm or signs of neglecting personal wellbeing	Difficulty forming or maintaining relationships
	Age-inappropriate behaviour or emotional responses
	Persistent sadness, anxiety or emotional distress
	Overly eager to please or fearful of parents/carers

Neglect - indicators

Physical Indicators	Behavioural Indicators
Abandonment	Tired or listless, falls asleep in class
Consistently unattended medical needs	Steals food, begs for food from classmates
Consistent hunger	Reports that there is no caretaker at home

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Inappropriate dress, poor hygiene	Frequently absent or late
Lice, distended stomach, emaciated	Self-destructive

Child Sexual Abuse - indicators

Physical Indicators	Behavioural Indicators
Torn, stained or bloody underclothes	Withdrawal, chronic depression
Pain or itching of genital area	Poor self-esteem, self-devaluation, lack of confidence
Difficulty with walking or sitting	Peer problems, lack of involvement
Bruising or bleeding	Massive weight change
Avoidance of lessons, especially PE	Threatened by physical contact
Frequent urinary or yeast infections	Hysterical, lack of emotional control
	Sudden school difficulties

Appendix 3 - Staff Code of Conduct Acknowledgement

I confirm that I have read and understood the Staff Code of Conduct and the Child Protection and Safeguarding Policy. I understand my responsibility to safeguard students, maintain professional boundaries, report concerns immediately and comply with all school safeguarding procedures.

Staff name	Position	Signature	Date

Appendix 4 - Safeguarding Reporting and Referral Flowchart

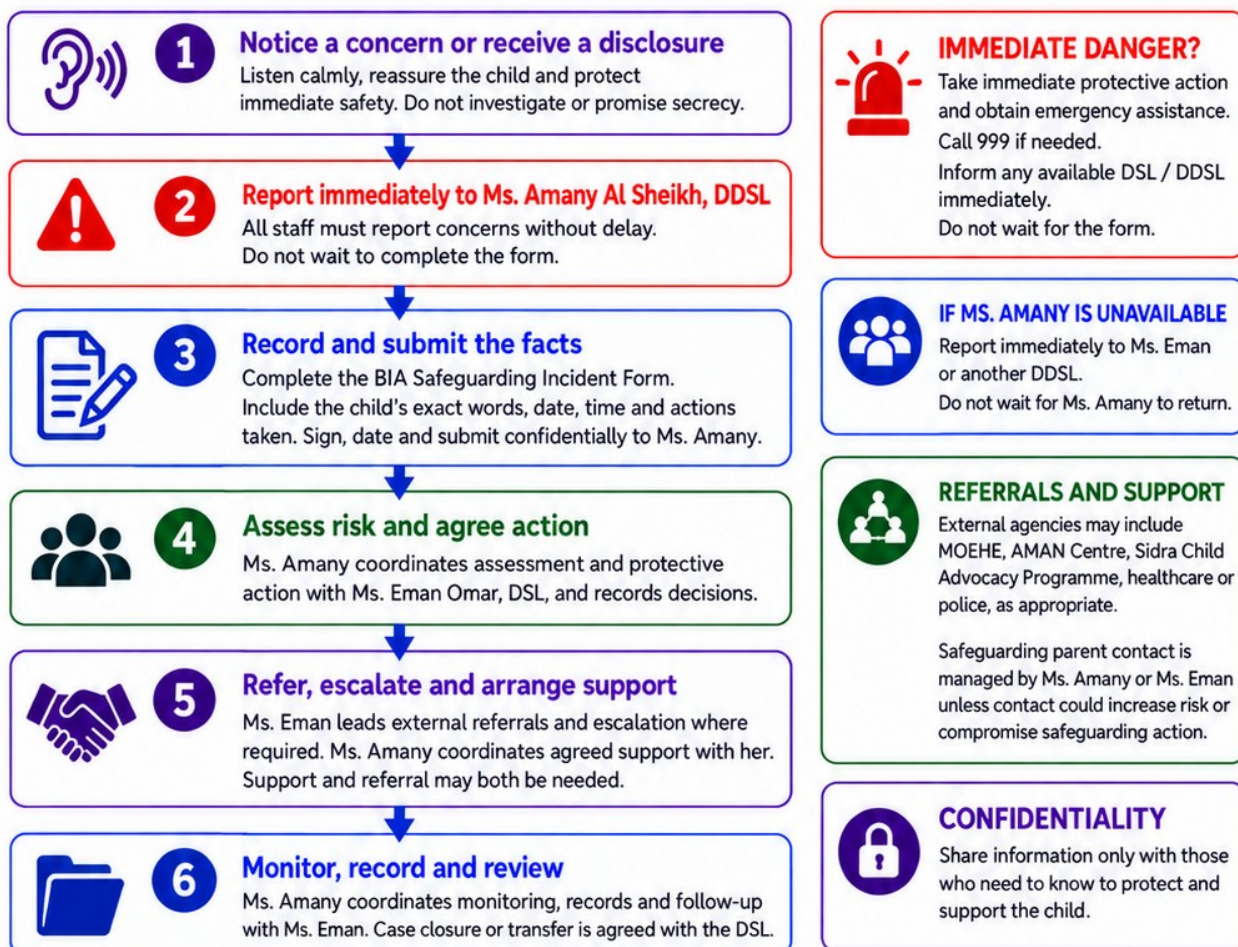
The following flowchart summarises the school reporting and referral route for safeguarding concerns.

SAFEGUARDING CONCERN REPORTING AND REFERRAL PROCEDURE

Our priority is the safety and wellbeing of every student.

Brighton International Academy – Child Protection & Safeguarding

 KEY SAFEGUARDING CONTACTS	 Main Safeguarding Contact: Ms. Amany Al Sheikh — School Counsellor / DDSL	 DSL / Principal: Ms. Eman Omar
	 School Nurse: Ms. Samiya	 Other DDSLs: Ms. Rubita Tahir, Ms. Ouassila Abbi and Ms. Susan Oommen



ALLEGATIONS OR CONCERNS ABOUT ADULTS

 Staff, volunteer or contractor Report immediately to the Principal / DSL — Ms. Eman Omar.	 Principal / DSL Report directly to the CEO, Mr. Khalid Essa Al Mannai, or Board Member, Dr. Ahmad Qabbary, without informing the Principal.	 Serious or urgent risk Inform the DSL / DDSL and the appropriate external authority or emergency services as required.
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Do not investigate, question witnesses or alert the person of concern. Record the facts, sign and date, and report without delay.



All concerns will be handled in a confidential, professional and timely manner in line with Brighton International Academy's Safeguarding and Child Protection Policy.

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Appendix 5 - ITFCP Legal and Standards Alignment

ITFCP alignment	Policy response added
Moral and legal duty to promote wellbeing and protection	Sections 1, 2 and 4 confirm the whole-school duty of care, safeguarding responsibilities and best interests approach.
Legal context in the State of Qatar	Section 1 lists key Qatari laws and Ministry expectations relevant to child protection, data privacy, cyber safety, family responsibilities and private school ethics.
UNCRC alignment	Section 1 maps safeguarding to relevant UNCRC principles, including non-discrimination, best interests, child voice, privacy, protection and recovery.
ITFCP Expectations for School Communities (2021)	The policy references governance, safer recruitment, staff training, curriculum, risk management, student voice, reporting systems and monitoring.
Definition of child protection	Section 3 includes an explicit definition of child protection and additional safeguarding terminology.
Definitions of sexual exploitation, neglect and commercial exploitation	Section 3 includes child sexual exploitation, neglect, negligent behaviour and commercial exploitation definitions.
Structured policy framework	The contents, section headings and appendices provide a clear structure from legal framework, governance, safer recruitment, conduct, reporting, records, adult concerns, online safety and review.
Named safeguarding responsibilities	Section 4 and Appendix 1 identify the CEO/Board, DSL, DDSLs, HR, nurse, all staff, volunteers, visitors, contractors, parents and students within the safeguarding structure.
Hierarchical responsibilities and escalation routes	Sections 4, 10 and 14 clarify the route from staff to DSL/DDSL, CEO/Board and external authorities where required.
Self-declarations in recruitment	Section 5 requires adults to declare any matter that may affect their suitability to work with children and to update HR if circumstances change.
External partners and volunteers	Section 5 requires external partners, volunteers and contractors to follow school safeguarding expectations, supervision arrangements and reporting procedures.
Public communication of policy and procedures	Section 2 confirms that the policy is published and distributed in English and Arabic and that safeguarding procedures are shared annually through staff induction.
Annual review with governing authority approval	Section 19 and the version control record require annual review and CEO/Board approval.
Annual training for all staff	Sections 5 and 19.1 require safeguarding induction, regular training, updates and monitoring of completion.
Advanced training for safeguarding leaders	Section 5 and Appendix 6 require DSL/DDSL updates and specialist safeguarding training where relevant.
Safeguarding audits and risk assessments	Sections 7.3 and 19.1 require premises, facilities,

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	supervision, transport, trips and activity audits through a safeguarding lens.
Monitoring effectiveness including excursions and field trips	Section 7 and Appendix 6 require safeguarding risk assessment and review for educational visits, off-site events, transport and external providers.
Age-appropriate programmes for child protection topics	Section 9.2 covers age-appropriate safeguarding education through the PSHE/SEL Curriculum, assemblies, class discussions, online safety lessons and wellbeing activities.
Reporting and response to suspected/disclosed maltreatment or abuse	Section 10.3 provides a staged protocol for recognising, responding, recording, reporting, assessing, referring and monitoring concerns.

Appendix 6 - Annual Safeguarding Review, Audit and Training Cycle

Timing	Action	Responsible person/team
Monthly	Safeguarding case-file audit and open-case follow-up review. Check recording quality, actions, escalation, outcomes and outstanding follow-up.	DSL/supported by DDSLs where required
August/September	Staff safeguarding induction, policy confirmation, code of conduct signing, DSL/DDSL contact reminder and reporting route briefing.	DSL, DDSLs, HR
September	Student safeguarding awareness launch: trusted adults, reporting routes, kindness, anti-bullying and online safety.	DSL, year leaders, teachers
Termly	Safeguarding committee/Child Safety Team meeting to review concerns, trends, vulnerable students, audits and action plan progress.	DSL, DDSLs, nurse, counsellor, relevant leaders
Termly	Premises and supervision safeguarding walk, including toilets/changing areas, reception, gates, blind spots, duty areas and dismissal.	DSL/DDSL, safety officer, senior leaders
Before each trip/activity	Safeguarding risk assessment for educational visits, off-site events, transport and external providers.	Trip leader, senior leader, DSL/DDSL as needed
After each trip/activity	Post-trip safeguarding review of supervision, incidents, student wellbeing, venue safety and improvements.	Trip leader, DSL/DDSL where needed
Mid-year	Review training completion, staff confidence, concern recording quality and any gaps in reporting	DSL, HR, senior leaders

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	practice.	
April/May	Review student safeguarding curriculum coverage and student voice outcomes.	DSL, curriculum/year leaders
May/June	Annual safeguarding report to CEO/Board, including anonymised data, training, audits, risk assessments, strengths and actions.	Principal/DSL
June	Annual policy review and governing authority approval for the following academic year.	DSL/Principal, CEO/Board