# PPS SAFEGUARDING &

# CHILD PROTECTION POLICY 2026-2027

**Phoenix Private School, Doha – For Students and Staff**

**Effective Date:** August 2026

**Approved By:** Principal & Governing Body

**Next Review Date:** August 2027

## 1. Mission, Vision, and Values

**Mission:**
To develop future leaders who are able to make positive changes throughout the world. We challenge today to create a better tomorrow.
**Vision:**
To prepare a generation of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
**Values:**

- Perseverance
- Honesty
- Originality
- Enrichment
- Nurturing
- Inspiration
- eXcited to learn

## 2. Key Personnel

**This policy applies to the entire school community — EYFS, Primary, and Secondary.**
It must be read alongside the *Behaviour Policy*, *Online Safety Policy*, and *Student Protection and Care Policy (MOEHE)*.

**Key Personnel**

| Role | Name | Contact |
|---|---|---|
| School Principal | Mr. Faheem | principal@pps.sch.qa |
| Designated Student Protection Officer (DSPO) | Mr. Daire Mc Comiskey | daire.mccomiskey@pps.sch.qa |
| Deputy Student Protection Officer | Mr. Ilyes | pe@pps.sch.qa |
| School Counsellor | Ms. Fiza | counsellor@pps.sch.qa |

## 3. Policy Statement

At *The Phoenix Private School (PPS)*, safeguarding and promoting the welfare of all students is our highest priority. Every child has the right to feel safe, valued, and protected from harm.

Our safeguarding culture is grounded in our **PHOENIX values**, *Perseverance, Honesty, Originality, Enrichment, Nurturing, Inspiration, and Excitement to Learn*, and reflects the ethical and professional standards of both the **Qatari Ministry of Education and Higher Education (MOEHE)** and **international best practice** under *Keeping Children Safe in Education (KCSIE, 2025)*.

We operate a **whole-school approach to safeguarding** — recognising that protecting children is everyone's responsibility.

## 4. Aims and Objectives

The aims of this policy are to:

- Prevent harm by embedding a safe culture throughout the school.
- Identify children who may be at risk and respond swiftly to concerns.
- Ensure all staff understand their safeguarding responsibilities.
- Support children's welfare and emotional wellbeing.
- Work collaboratively with parents, the MOEHE, and relevant agencies.
- Promote positive behaviour and safe relationships in alignment with our Behaviour Policy.

## 5. Legal and Policy Framework

This policy is aligned with:

- **MOEHE Student Protection and Care Policy (First Edition, 2025–2026)**
- **Keeping Children Safe in Education (KCSIE, 2025)**
- **Qatar Child Protection Law (2015)**
- **United Nations Convention on the Rights of the Child (UNCRC)**

## 6. Roles and Responsibilities

### Principal

- Ensures the school meets all safeguarding and child protection requirements.
- Allocates resources and time to support safeguarding.
- Ensures a safe recruitment process for all staff.

### Designated Student Protection Officer (DSPO)

- Acts as the first point of contact for all safeguarding concerns.
- Coordinates referrals to MOEHE or relevant authorities.
- Maintains secure records of all safeguarding cases.
- Provides advice, guidance, and training to all staff.
- Reports regularly to the Principal and Governing Body.

### Deputy DSPO

- Supports the DSPO and assumes responsibilities in their absence.

### All Staff and Volunteers

- Must know and follow this policy.
- Attend annual safeguarding training.
- Report concerns immediately to the DSPO.
- Maintain confidentiality and professionalism at all times.

## 7. Definitions of Abuse

**Types and Indicators of Abuse**

At *The Phoenix Private School (PPS)*, abuse is recognised as any form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse may occur in person, online, or through technology used to facilitate harm.

Children may be harmed by adults or by other children. Safeguarding incidents often overlap between categories and must always be addressed seriously.

**7.1 Categories of Abuse (KCSIE 2025 / MOEHE 2025–2026)**

- **Physical abuse** — hitting, shaking, throwing, burning, poisoning, suffocating, or otherwise causing physical harm.
- **Emotional abuse** — persistent emotional maltreatment causing severe effects on wellbeing; may include rejection, humiliation, bullying, overprotection, or exposure to domestic abuse.
- **Sexual abuse** — forcing or enticing a child to take part in sexual activity (contact or non-contact). This includes online grooming, sexual messaging, or production/viewing of indecent images.
- **Neglect** — persistent failure to meet a child's basic physical or emotional needs, such as lack of food, supervision, medical care, or affection.

All forms of abuse are serious violations of **Qatar Child Protection Law (2015)** and the **MOEHE Student Protection and Care Policy (2025–2026)**.

**7.2 Child-on-Child Abuse**

Children can harm other children. This may include:

- Physical violence (hitting, kicking, biting, hair-pulling).
- Bullying (including cyber-, prejudice- or discrimination-based).
- Sexual violence or harassment (in person or online).
- Sharing of nude or semi-nude images.
- Hazing or initiation rituals.
  Such behaviour will never be dismissed as "banter/joking" or "part of growing up."

All reports are taken seriously and managed under the *Behaviour Policy* and *Safeguarding Procedures*. Victims and perpetrators receive support and counselling.

### 7.3 Contextual Safeguarding

Safeguarding incidents can be influenced by factors outside the school. Staff must consider the wider context i.e. home, online, community or peer group when assessing risk and reporting concerns.

### 7.4 Common Signs of Possible Abuse

Staff should remain alert to indicators such as:

- **Physical:** unexplained injuries, bruising, burns, untreated wounds.
- **Emotional:** extreme reactions to mistakes, anxiety, withdrawal, low self-esteem.
- **Sexual:** age-inappropriate sexual knowledge or behaviour, self-harm, sudden behavioural change, reluctance to participate in PE or swimming.
- **Neglect:** chronic hunger, tiredness, poor hygiene, unattended medical needs, frequent absence.

Training ensures staff can recognise these signs and report them promptly to the **Designated Student Protection Officer (DSPO)**.

## 8. Prevention and Culture

PPS builds a strong safeguarding culture by:

- Teaching students how to stay safe in person and online.
- Embedding PHOENIX values to promote respect and responsibility.
- Offering pastoral and counselling support for emotional wellbeing.
- Providing staff with continuous training and supervision.
- Maintaining strong communication between school and home.

## 9. Procedures for Reporting and Responding to Concerns

### 9.1 Immediate Action

If a child is in immediate danger — **staff must contact the DSPO or Principal immediately** and, if required, notify emergency services.

### 9.2 Staff Reporting Procedure

1. Record the concern factually and promptly.
2. Report immediately to the DSPO.
3. The DSPO will assess and determine the next step:
    - Manage internally (pastoral support / early help), or
    - Refer to the **MOEHE Student Protection and Care Department** or local authorities.
4. Keep written, dated, and confidential records.

### 9.3 Confidentiality

- Information is shared strictly on a *need-to-know* basis.
- Records are stored securely in accordance with *Law No. 13 of 2016*.
- Staff must never promise confidentiality to a student.

## 10. Child Protection in Relation to Behaviour

Safeguarding and behaviour are closely linked.

- The Behaviour Policy sets out clear expectations that promote respect, safety, and positive relationships.
- Repeated or serious behaviour incidents may signal underlying welfare concerns and must be reported to the DSPO.
- The *Reflect & Reset* and *Restorative Practice* processes support students in reflecting on choices and repairing harm, in line with MOEHE principles of restorative discipline.

## 11. Online Safety and Digital Safeguarding

PPS recognises that online risks can have real-world consequences.

- The school enforces an **Acceptable Use Policy (AUP)** for staff and students.
- All school devices are protected with filtering and monitoring systems.
- Students are taught **digital citizenship**, including responsible use of technology, AI awareness, and how to report online abuse.
- Any incident of **cyberbullying, online exploitation, or inappropriate image sharing** is treated as a safeguarding matter.

This section is aligned with *KCSIE 2025* updates on online content risk.

## 12. Physical Contact and Child Protection

- PPS strictly prohibits **corporal punishment or degrading treatment** in any form.
- Physical intervention is only used to prevent immediate harm and must be proportionate.
- Any incident of physical restraint must be:
    1. Reported to the DSPO and Principal within 24 hours.
    2. Recorded in the Incident Log.
    3. Reviewed for compliance with safeguarding standards.

This aligns with **Article 3.1.6** of the *MOEHE Student Protection and Care Policy* and **Qatar Child Protection Law (2015)**.

## 13. Children with Special Educational Needs and Disabilities (SEND)

- Students with SEND may have additional safeguarding vulnerabilities.
- Individual risk assessments are conducted where appropriate.
- Staff receive training to recognise and respond to concerns sensitively.
- Safeguarding plans are tailored to ensure inclusion and safety.

## 14. Mental Health and Emotional Wellbeing

Safeguarding includes promoting positive mental health.
Staff are trained to identify signs of emotional distress or trauma and to refer concerns to the DSPO.

Early intervention, counselling, and family engagement are prioritised.

## 15. Safer Recruitment (Rasha Can Review Section)

In line with MOEHE and KCSIE expectations:

- All staff and volunteers undergo background checks and document verification.
- Criminal record checks (local or attested international equivalents) are mandatory.
- References and professional suitability are verified before appointment.
- A **Single Central Record (SCR)** is maintained by HR and reviewed regularly.

## 16. Training and Awareness

- All staff complete safeguarding induction training and annual refreshers.
- DSPO and deputies receive advanced multi-agency training.
- Regular briefings ensure staff are up to date on emerging risks, including online harms and attendance concerns.

## 17. Multi-Agency Collaboration

The DSPO liaises with the **MOEHE Student Protection Department**, police, healthcare providers, and relevant child protection agencies.
All referrals and inter-agency actions are recorded and reviewed for impact.

## 18. Monitoring, Review, and Governance

- The DSPO submits termly safeguarding reports to the Principal and Governing Body.
- This policy is reviewed annually or sooner if guidance changes.

## 19. Policy Communication

- This policy is available on the school website and upon request in print.
- All staff, students, and parents are made aware of its contents and how to contact the DSPO.
- Students are taught how to raise concerns through assemblies, PSHE, and pastoral programs.