Child Protection Policy & Procedures

As of April 2025

SLT and Staff –Policy Undertaking

In alignment with Oscar Academy's commitment to providing a safe, healthy, and protective environment for all students, we, the undersigned Senior Leadership Team (SLT) members and staff, hereby acknowledge and undertake the following:

- ✓ We have reviewed, understood, and agreed to comply fully with the Academy's Health, Safety, and Child Protection Policies and Procedures.
- ✓ We recognize our collective and individual responsibilities in safeguarding students from harm, abuse, and neglect.
- ✓ We commit to adhering to all reporting channels, preventative measures, and response protocols outlined in the Academy's policies.
- ✓ We will actively participate in all required training sessions related to health, safety, and child protection.
- ✓ We pledge to foster a culture of vigilance, trust, care, and respect, prioritizing the welfare of every student at all times.
- ✓ We agree to continuously uphold and implement the Academy's standards under the guidance of the CEO and the Board of Trustees (BOT).

By signing this undertaking, we affirm our commitment to maintaining a safe, supportive, and protective educational environment at Oscar Academy.

Name	School Position	Role	Signature	Date
Aseel Sameer Allouh	Principal	Leader		
Maria Cecelia Espina	Vice Principal	Assistant Leader		
Ala Sharif	Administrative Coor.	Member		
Rasha ElGhrbawy	Social Worker	Member		
Amira Farouk	Social Worker	Member		
Juvimar Arpon	Secretary	Member		
Azza ElKafrawy	Nurse	Member		
Azza Baroudi	Teacher	Member		
Kim Victorino	IT Teacher	Member		
Kamal Javed	IT Teacher	Member		
Aya Khatab	Bldg. Supervisor	Member		
Mayada Ezz Farag	Bldg. Supervisor	Member		
Samar Monir	Bldg. Supervisor	Member		
Manal Ali	Arabic Teacher	Member		
Eman AbdulGhani	Arabic Teacher	Member		
Fazeela Farouk	Social Studies Teacher	Member		
Alfie Raguindin	Admin	Member		
Rashad Amana	Guard	Member		
Abdilahi Hussen Kedir	Guard	Member		
Abdul Malik Hussen	Guard	Member		

OSCAR ACADEMY MISSION & VISION

Mission
Oscar Academy endeavors towards quality education where students are encouraged to achieve their best potential morally, socially, and intellectually and to be an active member in their community.

الرسالة

تسعى أكاديمية أوسكار نحو جودة التعليم حيث يتم تشجيع الطلاب على تحقيق أفضل إمكاناتهم معنويا واجتماعيا وفكريًا وأن يكونوا عضوًا نشطًا في مجتمعهم

Vision
Oscar Academy aims to provide our students quality educational services and to be motivated to reach their full potentials aligned with National Identity and Islamic practices.

الرؤية

تهدف أكاديمية أوسكار إلى تزويد طلابنا بخدمات تعليمية ذات جودةتحفزهم للوصول إلى إمكاناتهم الكاملة المتوافقة مع الهوية الوطنية والممارسات الإسلامية.

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Priorities for Academic Year 2024-2025

1. Promote Qatar Identity among students and teachers and visitors.
   تعزيز الهوية القطرية بين الطلبة و المعلم

2. Promote student's personal development, behavior, and welfare in a safe environment.
   تعزيزالتنمية الشخصية و السلوك الايجابي للطالب في بيئة آمنة .

3. Improve student's higher order thinking skills by using diversified learning strategies.
   تحسين مهارات التفكير العليا للطلبة بإستخدامإستراتيجيات التعلم المتنوعة .

4. Improve students' Arabic and English skills in reading and writing.
   تطوير مهارات الطلاب في القراءة والكتابة للغتين العربية والانجليزية.

Our Values:

Kindness	اللطف	Leadership	القياد
Honest	الأمانة	Truth	الصدق
Responsibility	المسؤولية	Friendship	الصداقة
Mercy	الرحمة	Respect	الإحترام
Loyalty	الوفاء	Cooperate	التعاون

OSCAR ACADEMY LEARNER'S OUTCOME!!!

"Today a Reader, Tomorrow a Leader…"

Academics	Leaders	Islamic Values
They are lifelong learners.	They are responsible.	They adhere to Islamic values and practices
They are critical thinkers and creative problem solvers.	They are decision makers.	They have good morals.
They are motivated achievers striving for their full potentials.	They are role models.	Respectful
They are bilingual.	They are active members of the community.	Truthful
They are independent.	They are environment ally friendly.	Polite
They are confident.	They are cooperative.	

List of Abbreviations

Abbreviation	Full Term

BOT	Board of Trustees
CAMHS	Child and Adolescent Mental Health Services
CEO	Chief Executive Officer
CP	Child Protection
CPR	Cardiopulmonary Resuscitation
CY	Calendar Year (if used contextually for reporting)
DCPP	Designated Child Protection Persons
DCPO	Deputy Child Protection Officer
CPO	Child Protection Officer
EAL	English as an Additional Language
EYFS	Early Years Foundation Stage
H&S	Health and Safety
HR	Human Resources
ICT	Information and Communication Technology
ID	Identification
KCSIE	Keeping Children Safe in Education
MOEHE	Ministry of Education and Higher Education (Qatar)
NGO	Non-Governmental Organization
PE	Physical Education
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
SMT	Senior Management Team
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

Definition of Terms

1. Child: Refers to any human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier. (UNICEF)

2. Child protection: According to UNICEF, Child Protection refers to preventing and responding to violence, exploitation and abuse against children

3. Child protection Policy: A broad term which encompasses philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm.

4. Harm: Harm refers to any physical, emotional, or psychological injury caused to a child, whether intentional or unintentional. This includes abuse, neglect, or maltreatment that affects the child's safety, well-being, or development.

5. Grooming: Grooming is when an adult builds a relationship with a child to gain their trust with the intent of exploiting or abusing them. This can involve giving gifts, offering special attention, and encouraging secrecy to manipulate the child.

6. Whistleblowing: Whistleblowing is the act of reporting any concerns about unethical behavior, misconduct, or violations of policies, including safeguarding or child protection issues, within the school. This can be done confidentially, and the whistleblower is protected from retaliation.

1. Introduction

At Oscar Academy, we believe that every child has the right to grow, learn, and thrive in an environment that is safe, supportive, and nurturing. We are committed to ensuring that all our students feel safe, protected, and valued. We believe that child protection is everyone's responsibility and that a culture of vigilance, respect, and open communication is essential in

keeping our students safe. This ethos is built on trust, transparency, and compassion, where every child is respected, valued, and empowered.

We recognize that safeguarding is a shared responsibility, and this policy outlines our commitment to safeguarding and protecting children from harm, both inside and outside the school environment. We are dedicated to fostering a community where everyone—staff, students, and parents—plays an active role in ensuring the wellbeing of our children. By promoting respect, empathy, and responsibility, we create a space where children feel confident in their right to speak up and know their safety is our top priority. This policy is aligned with the Ministry of Education and Higher Education (MOEHE) Circular No. 9, dated 27 of May 2024.

2. Purpose

The purpose of this Child Protection Policy is to:

1. Protect children and young people at OSCAR Academy from harm.
2. Provide clear guidance for staff(teaching and non-teaching staff), volunteers, and service providers on action required regarding child protection concerns.
3. Ensure all students feel respected, safe, and empowered to speak out.
4. Build trust and maintain open communication with parents.
5. Safeguard children's rights and well-being.
6. Recognize and respond to signs of abuse.
7. Maintain a structured procedure to be followed by all members' ofthe school community in cases of suspected abuse.

   (Refer to appendix 1 Child Protection (CP) Policy Action Steps)

3. Scope

This Child Protection Policy applies to all stakeholders of OSCAR Academy, including but not limited to:

1. All students enrolled at OSCAR Academy, from Kindergarten to Year 6.
2. All staff members, both teaching and non-teaching, including part-time, full-time, temporary, and substitute staff.
3. Volunteers, interns, and any third-party service providers working with or around students.
4. Parents and guardians, in their partnership role with the school to support a safe and respectful environment.
5. School leadership, including the Principal, Senior Management Team, and Board of Trustees.

This policy covers all school-related activities, events, and interactions—whether they occur on school premises, during off-campus events, on school transportation, or in virtual/online settings related to school activities. It outlines the preventive, reporting, and responsive measures in place to safeguard children and ensure their well-being in all circumstances connected to the school.

This policy is designed to ensure that all members of the OSCAR Academy community understand and fulfill their responsibilities towards creating a safe, supportive, and respectful environment for every student, both inside and outside the classroom.

4. Vision and Commitment

At OSCAR Academy, we hold a primary responsibility for the care, welfare, and safety of our students. Our commitment is to create a secure, supportive, and nurturing environment. We ensure that all concerns related to abuse or neglect are taken seriously and addressed appropriately by all staff members.

5. Principles of Child Protection:

1. OSCAR Academy aims to be a child-safe and child-friendly institution.
2. Every child has the right to feel safe, protected, heard, and valued.
3. The welfare of the child is of paramount importance.
4. A balance must be maintained between protecting children and respecting family rights and cultural values.
5. Open communication and early intervention are essential.
6. All children must be treated with dignity and respect.
7. Staff must be trained and aware of child protection procedures.

6. Legal and Regulatory Framework

This policy is governed by:

1. Qatari Child Protection Law
2. Qatari Foundation for the Protection of Women and Children
3. United Nations Convention on the Rights of the Child (UNCRC)
4. UNICEF's definition of child protection and standards
5. Guidance provided by the Qatar Ministry of Education and Higher Education (MOEHE)
6. Working Together to Safeguard Children (UK)
7. Keeping Children Safe in Education (KCSIE)
8. The Education Act 2002 (UK)
9. Ministry of Education and Higher Education (MOEHE) Circular No. 9 (27 of May 2024)

OSCAR Academy respects and operates within the cultural and legal framework of Qatar while adhering to internationally recognized safeguarding practices.

7. Creating a Safe School Environment:

OSCAR Academy committed to creating a safe, nurturing environment where all students feel protected, valued, and heard. We believe safeguarding is a shared responsibility, and we take a proactive approach to ensure that every child is supported in their wellbeing and development.

7.1 Leadership Commitment and Whole-School Responsibility

The SMT (Senior Management Team), supported by the Board of Trustees, ensures the safeguarding and welfare of all students is a core priority. We work collaboratively with parents, guardians, and external agencies to identify, assess, and support children who may be at risk of harm.

7.2 Safer Recruitment

Oscar Academy is committed to recruiting staff and volunteers who are suitable to work with children, adhering to a comprehensive safer recruitment process that includes:

A. **Background Checks**
   1. Thorough background checks, including police clearance and criminal record checks, are conducted.
   2. References and employment history are verified.
   3. Social media and internet searches are conducted (where legally permissible) to assess applicants' suitability.
B. **Commitment to Child Safeguarding**
   1. The school's commitment to child safeguarding is visible on its public website and includes a clear statement on the importance of child protection.
   2. A child safeguarding commitment is included in all job descriptions and advertisements.
C. **Interview Process**
   1. Interviews are conducted by a consistent panel, with at least one member having completed safer recruitment training.
   2. Safeguarding-related questions, including case scenarios, are incorporated into the interview.
   3. Interview notes are recorded, signed, and retained.*(refer to Appendix 2)*
D. **Pre-employment Checks**
   1. The school conducts thorough checks, including verifying qualifications, criminal records, and teaching certifications.
   2. If applicable, enhanced police background checks are required.
   3. Additional reference checks may be conducted if required checks cannot be completed.

E. **On boarding Process**
1. Conditional letters of employment are issued, with the offer contingent upon successful background checks.
2. A comprehensive and secure record-keeping system for recruitment and selection documents is maintained.
3. Volunteers, staff, and contractors undergo regular safeguarding training.
4. The school ensures that the Code of Conduct (refer to Appendix 8) is signed and that safeguarding training is completed before staff engage directly with students.
5. On boarding and induction programs include child safeguarding and managing concerns about adults working with children.

7.3 Creating a Safe and Supportive Culture

1. Students are encouraged to build trusting relationships with adults in school and to speak up when they feel worried or unsafe.
2. We foster an ethos of open communication, with regular child voice activities such as surveys, reflections, and awareness events like Anti-Bullying Week.
3. Every child is made aware of adults they can approach when they need help.

7.4 Equipping Students through Education

Through our curriculum and pastoral programs, we equip students with age-appropriate knowledge and skills to stay safe. This includes:

1. Online safety (cyber security curriculum)
2. Anti-bullying awareness
3. Road and pedestrian safety
4. Social and emotional learning
5. Identifying trusted adults and making safe choices

7.5 Responsibilities of the Leadership and Staff

The school ensures that all staff:

1. Read and understand the school's Safeguarding Policy/Code of Ethics.
2. Receive regular safeguarding and child protection training
3. Receive e-safety training and guidance regularly.
4. Monitor and review the policy *(refer to Appendix 3)*
5. Are informed of the identity of the Child Protection Officer (CPO) and Deputy CPO.
6. Adhere to safer recruitment practices and code of conduct protocols.

Our Board and Senior Leaders ensure that:

The **Principal (CPO)** is responsible for:

1. Allocating resources, time, and training for effective safeguarding role execution.

2. Ensuring staff can raise concerns about unsafe practices and handling them appropriately.
3. Providing students with safeguarding education, including online safety.
4. Liaising with Ministry of Education officers when allegations are made against staff.
5. Referring individuals who harm children to the authorities.
6. Notifying the Director of Education/CEO about child protection issues.

Key safeguarding practices include:

1. Annual review of safeguarding and child protection policies.
2. Appropriate handling and referral of staff-related concerns to authorities.
3. Clear procedures for handling student-on-student harm and safeguarding incidents.
4. DSLs attending regular inter-agency training to update their knowledge.

7.6 The Safeguarding Team

The **Deputy Child Protection Officer (DCPO)** and **Child Safety Team** support the DSL by:

1. Understanding early help and intervention processes, such as early help assessments.
2. Being alert to children at risk of domestic violence, missing education, child trafficking, and bullying.
3. Knowing how Qatar authorities conduct child protection case meetings and participating when needed.
4. Recognizing the needs of children in need, those with special educational needs, and young carers.
5. Keeping detailed, secure records of concerns and referrals.
6. Accessing resources and attending relevant training.
7. Promoting a culture of listening to children and considering their wishes and feelings.
8. Linking with local partners to ensure staff are aware of safeguarding policies and training opportunities.

The **CPO and DDSLs** are responsible for:

1. Promptly contacting authorities when concerns arise about a child's safety.
2. Staying updated on local threshold criteria for referrals.
3. Making written referrals following phone calls to relevant agencies.
4. Keeping written records of concerns, even if no immediate referral is needed.
5. Ensuring records are confidential, securely stored, and transferred appropriately.
6. Liaising with other agencies and professionals as necessary.
7. Providing advice and support on safeguarding matters.
8. Taking action if a student with a child protection plan is absent for more than two days.
9. Providing an annual report to the school board on safeguarding incidents, training, and policy improvements.

7.7 Procedures and Monitoring

1. Any concerns regarding student welfare or staff conduct are recorded and handled promptly.
2. Allegations or incidents are referred to the appropriate statutory authorities when necessary.
3. If a staff member or volunteer is found unsuitable to work with children, relevant safeguarding bodies will be notified.
4. Safeguarding procedures are reviewed regularly to ensure effectiveness and compliance.

7.8 Induction, Supervision, and Community Involvement

1. All new staff and volunteers receive safeguarding induction and are made aware of reporting procedures.
2. External individuals/visitors and community groups using school facilities are informed of our safeguarding expectations.
3. Parents are made aware of safeguarding procedures via school communication channels and policy access.

8. Categories of Child Protection Concerns

OSCAR Academy recognizes that children may face harm from various sources. We categorize child protection concerns into four main areas, in line with international safeguarding standards and in consideration of Qatar's legal and cultural context. All serious cases will be reported following the MOEHE's guidance.

8.1 Abuse by Adults

This includes any deliberate act or neglect by adults that may cause physical, emotional, or psychological harm to a child. Categories include:

1. Physical Abuse: Deliberate infliction of physical harm, such as hitting, slapping, or any action that causes injury.
2. Emotional Abuse: Ongoing emotional maltreatment, including criticism, intimidation, shouting, and setting unrealistic expectations.
3. Neglect: Persistent failure to meet a child's basic physical and emotional needs, including food, hygiene, medical care, and affection.
4. Sexual Abuse: Any sexual activity involving a child, including inappropriate touching, grooming, or exposing the child to sexual content.

8.2 Abuse by Peers (Peer-on-Peer Abuse)

Peer-on-peer abuse includes all forms of child-on-child harm, whether in school, online, or outside school premises. Types include:

1. Bullying: Repeated verbal, physical, psychological, or cyber abuse intended to intimidate or harm.
2. Threatening or Manipulative Behaviour: Including gang-related violence, blackmail, or coercion.
3. Sexual Harassment: Unwanted sexual comments, advances, or behaviours that create an uncomfortable environment.
4. Threatening or Manipulative Behaviour: Actions like gang violence, blackmail, or coercion to control or harm others.
5. Cyberbullying: Using technology to bully, harass, or intimidate peers online.

8.3 Domestic Abuse and Its Impact on Children

Even without direct physical harm, exposure to domestic violence or hostile environments can cause long-term psychological and emotional damage to children. Impacts may include:

- Emotional Distress: Anxiety, depression, low self-esteem, or trauma.
- Behavioural Challenges: Aggression, temper tantrums, reclusiveness, self-harm, or eating disorders.
- Academic and Social Decline: Difficulty concentrating, loss of motivation, and withdrawal from peers.

8.4 Absenteeism and Behavioural Changes

Chronic absenteeism or sudden behavioural shifts may signal deeper safeguarding concerns.

Warning Signs Include:

- Poor hygiene
- Sudden aggression or withdrawal
- Declining academic performance
- Excessive anxiety or fearfulness

8.5 Self-Harm and Suicidal Ideation

Self-harm is when a child intentionally injures themselves to cope with emotional pain, while suicidal ideation refers to thoughts of ending their life. Both require immediate attention.

Signs include:

1. Visible injuries (cuts, burns, etc.).
2. Withdrawal from activities, changes in behavior.
3. Expressing feelings of hopelessness or death.

Response Protocol:

1. Teachers must observe and report concerning patternsto the Child Protection Officer (CPO) immediately.
2. Provide immediate counselling and a safety plan with parent involvement.Open communication with parents is essential to understand the root causes.
3. Behavioural concerns may stem from parenting challenges, exposure to inappropriate behaviour, or underlying abuse and must be addressed promptly with appropriate support.
4. If needed, refer to external mental health services.

9. Monitoring of Children

Our school is committed to the early identification of children at risk of harm or in need of additional support. We have systems in place to ensure the continuous monitoring and safeguarding of all students, particularly those known or believed to be at risk.

1. Regular Check-ins: Observe students' behaviour to detect signs of distress or harm.
2. Attendance Tracking: Monitor student attendance to identify patterns that may indicate issues.
3. Behaviour and Academic Review: Track changes in behaviour or academic performance as possible signs of concern.
4. Online Activity Monitoring: Ensure students' online interactions are safe and free from cyber bullying or abuse.
5. Behaviour Changes: Watch for sudden shifts in behaviour, mood, or physical appearance.
6. Documentation: Keep records of any unusual behaviour for future follow-up.
7. Incident Reporting: If a concerning incident occurs, immediately report it using the appropriate incident report log (refer to Appendix 7), detailing facts, dates, and individuals involved.
8. Parent Communication: Stay in touch with parents to discuss any concerns regarding student well-being.

10. Supervision of Students in School

Ensuring the health, safety, and welfare of students during the school day is a shared responsibility of all staff. The school provides structured and active supervision at all times.

10.1 Duty of Care and Legal Responsibility
All staff members act in 'loco parentis' and are expected to uphold high standards of care. The

school leadership has a responsibility to provide clear supervision plans and ensure staff understand and follow these expectations.Delegation of roles is also carried out at the beginning of the year to clarify all responsibilities.

10.2 Before School

1. The school's duty of care begins at 6:15 AM.
2. Parents are informed that no supervision is provided prior to this time.
3. Supervision schedules are in place for all areas where students may be present.

10.3 During the School Day

1. Students must not leave the school premises during the day without written or verbal parental consent.
2. Students must not be left unsupervised in classrooms or shared spaces.
3. Clubs and extra-curricular activities must always have a supervising adult present.
4. Teachers are responsible for the safe dismissal of students at the end of each day.

10.4 Break and Lunchtimes

1. Adequate staffs are deployed in all indoor and outdoor spaces during break times.
2. A supervision schedule is maintained and displayed in the staff room and office.
3. Duty staffs are expected to patrol assigned areas actively and be vigilant.
4. Students must not remain in classrooms without staff supervision.

- Hallways and other congested zones must be monitored closely.

10.5 After School

1. Students remain in their respective classrooms under supervision until 1:45 PM.
2. After 1:45 PM, students are expected to proceed to the designated waiting areas.
3. A supervision schedule is maintained and displayed in both the staff room and office.
4. A minimum of three staff members are assigned to home time duty
5. Duty staffs remain on-site until the last child is safely picked up by their parent or guardian.
6. Parents are required to sign in the late pick up book while collecting the students
7. The school nurse must also be present on-site during dismissal time to assist if needed.

10.6 Support Students during Lesson Time

1. Support students are collected directly from their respective classrooms by the assigned support teacher or staff member at the scheduled time.
2. A record of students being taken out must be maintained (including time of collection and return).

3. The support teacher is responsible for the supervision and safety of students while they are outside their regular classroom.
4. After the support session is completed, students must be escorted back to their respective classrooms and handed over to their class teacher.
5. At no point should support students be left unsupervised while transitioning between locations.
6. If a student needs to move independently due to exceptional circumstances, prior written approval from school leadership must be obtained.
7. Staff must immediately report any incident or concern during the support session to the relevant coordinator or school leadership.

10.7 Staff Responsibilities

1. Duty begins promptly at designated times.
2. Staff must remain visible and avoid prolonged conversations during supervision.
3. Staff must accompany and supervise students transitioning back to class after breaks.

10.8 One-on-One Situations

To ensure student safety at all times, staff must follow these guidelines when working individually with students:

1. Be Awareof Risks
   Activities like extra tutoring, private discussions, or meeting in quiet areas must always follow safeguarding rules.
2. Stay Visible
   If a one-on-one meeting is needed, it should happen in an open space, or a room with the door open and windows clear.
3. Keep a Record
   Always make a note of the time, date, and reason for the meeting. If possible, inform a colleague or supervisor.
4. Avoid Isolation
   Never stay alone with a student after hours unless necessary and approved. If it happens, ensure another staff member knows.

10.9 During school trips

1. Compliance with the regulations, requirements and procedures specified in Ministry of Education and Higher Education (MOEHE)-Guidelines for School Activities in Private Schools and Kindergartens in Qatar (2023-2024), dated 25 June 2024.
2. Ensure that students are always accompanied by appropriate adult supervision, with a clear adult-to-student ratio in place.

Qatar National School Accreditation
(QNSA)

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Ministry of Education and Higher Education
State of Qatar دولـة قطــر

3. Assign specific responsibilities to staff members to monitor students' behavior and safety at all times during the trip.
4. Establish and communicate clear guidelines for students' conduct, ensuring they understand safety expectations and the consequences for non-compliance.
5. Conduct regular headcounts to ensure all students are accounted for throughout the trip, especially when transitioning between locations.
6. Conduct a risk assessment before the trip to identify potential hazards and implement safety measures.
7. Keep emergency contact information for all students and staff and have a plan for handling emergencies on the trip.

11. Confidentiality

At OSCAR Academy, we prioritize confidentiality in handling child protection concerns, ensuring sensitive information is protected. The following principles apply:

1. Confidentiality of Reporting
   Concerns raised by students, parents, or staff will be treated confidentially. While the identity of the reporter will be protected, information may be disclosed when necessary to safeguard the child's welfare, and the reporter will be informed.
2. Sharing Information
   Child protection information will only be shared with those who need it to protect the child, such as the Safeguarding Team, leadership, or external agencies, on a "need-to-know" basis.
3. Record-Keeping
   All concerns will be documented and securely stored, with access limited to authorized personnel. Records will include the details of the concern, actions taken, and follow-up, in compliance with the Ministry of Education & Higher Education (MOEHE).
4. Legal Requirements
   If required by law or when the child's welfare is at risk, the school will disclose necessary information to authorities, while attempting to inform the concerned individual where possible.
5. Breaches of Confidentiality
   Any breaches of confidentiality will be treated seriously and may lead to disciplinary action.
6. Peer-on-Peer Abuse Confidentiality
   In cases of peer-on-peer abuse, confidentiality will be maintained to prevent further harm or stigmatization, with information shared only with relevant authorities in a protected manner.

Qatar National School Accreditation
(QNSA)

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Ministry of Education and Higher Education
دولــة قطــر ، State of Qatar

12. Procedures for Reporting Concerns

12.1 Reporting Safeguarding Concerns

1. Initial Disclosure:
   o The teacher records and informs the School Social Workers.
2. Assessment by Social Workers:
   o Document the concern and assess the severity.
   o If concern is serious → escalate to the Senior Management Team (SMT).
3. SMT Review:
   o Parents are contacted.
   o Action plan is created, implemented, and monitored.
4. Escalation:
   o If unresolved, the case is forwarded to the Principal.
   o Principal may inform the CEO/Board of Trustees if required.
   o Serious cases are reported to the relevant authorities.

12.2 Whistle blowing

1. If a staff member believes that a colleague is engaging in inappropriate or unsafe behavior that could harm a child, they are encouraged to report this through the school's whistle blowing procedure.
2. Whistle blowing should be done promptly, and concerns can be raised confidentially and without fear of retaliation.
3. The school will ensure that all whistleblower reports are taken seriously and investigated promptly.

12.3 Child-Initiated Reporting

1. Students should be encouraged to speak with teachers or School Social Workers.
2. They should feel safe and supported when reporting concerns about their own or others' safety and well-being.
3. The school will provide accessible and age-appropriate means for students to report any concerns they have, including bullying, abuse, or any behavior that makes them feel unsafe.
4. Students can report concerns to any trusted adult in the school, or use anonymous reporting through suggestion boxes "I wish Ms. Aseel knew"available in each building
5. All child-initiated reports will be taken seriously, and prompt action will be taken to ensure the child's safety and well-being.
6. Parents may report concerns through class teachers or by scheduling appointments with the Social Work Team.

13. Guidelines for Recording Disclosures

When a child discloses abuse or a teacher suspects abuse:

1. Listen carefully without judgment.
2. Stay calm and avoid displaying shock or disbelief
3. Assure the child it's not their fault.
4. Take notes (date, time, words used) immediately after the conversation.
5. Report promptly to the School Social Worker.
6. Avoid leading questions or investigating independently.

Teachers must prioritize the student's safety and act quickly to prevent further harm.

14. Record Keeping

Accurate and confidential record keeping is essential to safeguarding children at OSCAR Academy. All concerns, disclosures, and allegations related to child protection must be documented promptly and appropriately.

1. Reporting: Any allegation or disclosure of harm made by a student must be recorded by the staff member involved and reported immediately to the School Social Workers.
2. Child Protection File: The School Social Workers will maintain a separate, confidential child protection file for each student involved in a safeguarding concern.
3. Flagging system: The student's main school file will be flagged discreetly to indicate the existence of a separate child protection file, ensuring confidentiality while supporting continuity of care.
4. Designated Safeguarding Personnel: The School Social Workers serve as the Designated Child Protection Persons (DCPP) at OSCAR Academy. They are responsible for the maintenance, security, and follow-up of all safeguarding records.

All staff is expected to follow these procedures rigorously to ensure that every child is protected and supported effectively

15. Safeguarding Students against the Actions of Other Students

At Oscar Academy, we are committed to protecting students not only from external harm but also from inappropriate or harmful behaviours by peers, staff or visitor.

15.1. Prevention Measures:

1. We promote a positive school culture based on respect, kindness, and inclusivity.
2. Staff are trained to identify early signs of peer abuse and intervene promptly.
3. Clear behavior expectations are shared with students through regular discussions and assemblies.

4. Peer support initiatives, like mentoring and mediation programs, are encouraged.

15.2. Handling Incidents:

1. Immediate steps will be taken to protect affected students and provide support.
2. Incidents will be investigated confidentially and fairly.
3. Both victims and perpetrators will receive counselling and appropriate support.
4. Disciplinary actions will be taken according to the behaviour policy, with a preference for restorative approaches where possible.

15.3. Anti-Bullying:

1. Oscar Academy is committed to ensuring a safe, respectful, and inclusive environment for all students.
2. A dedicated Anti-Bullying Policy(refer to Appendix 4) is in place, aligned with the school's safeguarding and child protection procedures.
3. Bullying in any form is not tolerated and is addressed immediately and appropriately.
4. Types of bullying may include:
    a. Physical or verbal abuse
    b. Cyber bullying
    c. Bullying based on race, nationality, gender, or perceived differences
5. All reported incidents of bullying are documented, investigated, and followed up with suitable action.
6. Staff receives training to recognize and respond to bullying behaviors effectively.
7. Students with Special Educational Needs and Disabilities (SEND) or those with perceived differences are given extra attention, as they may be more at risk.
8. Awareness is promoted through:
    a. Assemblies
    b. Classroom discussions
    c. Well-being programs and school-wide initiatives
9. The school fosters a culture of empathy, kindness, and accountability among students and staff

15.4. Supporting Students:

*   Conflict resolution strategies and counseling will be available to students involved in peer conflicts.
*   Parents will be actively involved in planning support and interventions.

15.5. Cyberbullying Prevention:

*   Students will be educated on responsible online behavior.
*   Cyberbullying incidents will be taken seriously, investigated, and addressed promptly.

15.6. Addressing Sexual Harassment:

- Any form of sexual harassment will be immediately reported, investigated, and acted upon with sensitivity and appropriate disciplinary measures.

15.7. Long-Term Safeguarding:

- The school's safeguarding policy will be reviewed annually.
- Ongoing education and awareness programs will reinforce a safe and supportive environment for all students.

16. Allegation Protocol for Allegation against Staff

Definition of an Allegation: An allegation is any information suggesting that a member of staff, volunteer, or any adult working with children has:

1. Behaved in a way that has harmed or may have harmed a child.
2. Possibly committed a criminal offence against or related to a child.
3. Behaved towards a child in a way that indicates they may pose a risk of harm to children.

This applies to **any child** the staff/volunteer has contact with — whether in school, personal, or community settings.

Step-by-Step Process(Refer to Appendix 5)

- **Step 1: Receive Allegation**
  An allegation may come to light through various means. All staff members must be vigilant in recognizing potential allegations, which can include:
    → **Written Statements:** Correspondence, responses to questionnaires, or general statements (including social media) from the victim or any member of the school community (students, alumni, current/former staff, parents) describing or implying inappropriate behaviour by an adult.
    → **Verbal or Non-Verbal Disclosure:** Direct or indirect disclosures (including through play or behaviour) from the victim or any member of the school community.
    → **Monitoring:** Information identified through the monitoring of staff and student information services or social media use.
    → **Anonymous Reports:** Concerns raised anonymously through school suggestion boxesoremail.
    → **External Sources:** Information received from members of the public, police, health services, or other external agencies.
    → **Legal Claims:** Formal legal claims made against the school or a member of staff.

- **Step 2: Immediate Actions**
  - → Adopt a trauma-informed approach: Be sensitive, patient, and understanding of the child's emotional state.
  - → Follow theSafeguarding Response Protocol: Do's and Don'ts(Refer to Appendix 6)
  - → Allow the child to speak freely and at their own pace.
  - → Keep an open mindand avoid making assumptions.
  - → Take it seriously regardless of the source or perceived credibility of the reporter or the seniority/reputation of the alleged perpetrator.
  - → If the child is hesitant or not forthcoming, gently ask if they would feel more comfortable speaking with another trusted adult, such as the school counselor or CPO.
  - → Do not investigate or ask leading questionsthat could compromise a future investigation.Ask open-ended, non-leading questions to facilitate disclosure, focusing on the child's well-being and gathering essential information. Limit questioning to what is critical to:
    - ▪ Understand the basic facts: Where and when did the incident take place? Which adult was involved? (Remember that younger children and those who have experienced considerable trauma may not be able to give a consistent chronological account.)
    - ▪ Determine if any other child or adult was involved or witnessed the events.
    - ▪ Determine the immediate safety of the child: Will the child encounter the alleged perpetrator within the next hour?
    - ▪ Determine if the child needs immediate psychological or physical medical attention.
  - → Do not interrupt the child unless absolutely necessary for clarity or safety.
  - → Do not promise confidentiality, as information may need to be shared with relevant authorities.
  - → Reassure the child that they have done the right thing by telling you.
  - → Explain what you will need to do next in a simple and age-appropriate way (e.g., "I need to tell someone who can help keep you safe").
  - → Record the facts clearly and objectively: Note the time, date, location, specific details of the allegation, and who was present when the information was received.
  - → Immediately document the information in writing. When documenting a child's disclosure, record the statement using the child's own words**.**Sign and date it, and pass it directly and without delay to the **Chief Protecting Officer (CPO)**. Any additions or changes should be added to the original record without altering it.

- **Step 3: Report to Leadership**

  - → If allegation is about **staff** → Report to **Principal (CPO)**.
  - → If allegation is about **Principal** → Report to **BOT**.

- **Step 4: Risk Assessment**

→ Conduct a thorough assessment of the immediate risk to the child(ren) involved and any other children who may be at risk until the alleged perpetrator is formally informed. This assessment should consider:

- Did the alleged abuse occur on school property?
- Is the alleged perpetrator in a position of trust or authority?
- When and where might the alleged perpetrator next be alone with children?
- Does the alleged perpetrator have access to children outside school (e.g., as a coach, tutor, or volunteer)?
- Can the contact with children be discreetly cancelled or restricted?
- Does the perpetrator have children or a spouse at the school, and how should that be handled?

→ Preserve any evidence, if the abuse involves school devices or systems, in consultation with the external agencies to ensure legal compliance and the integrity of potential evidence.Consult IT staff to secure devices, disable or restrict access to school systems without alerting the alleged perpetrator and back up digital content before restriction.

→ Identify and secure any physical locations or items that may be relevant to the allegation

→ Decide on suspension, alternative duties, or continued work under supervision, based on risk level.

- **Step 5: Inform External Authorities**

    → Principal/Board contacts the **appropriate safeguarding authority** (e.g., MOEHE, Police, Child Protection Services) without delay.

- **Step 6: Investigation**
    → External investigation guided by authorities - Fully cooperate with the investigation and avoid any actions that may interfere or jeopardise it.
    → Internal inquiry may follow if needed - Run a parallel inquiry or conduct one after the external investigation to assess internal safeguarding duties or employment suitability.
    → If the alleged perpetrator resigns or refuses to participate, the school still completes the inquiry and document findings for future references and regulatory reports.
    → Never offer **"compromise agreements"** (e.g., resigning in exchange for dropping an investigation).

In all cases, carry out a **post-case learning review** to evaluate procedures, identify improvements, and strengthen future safeguarding responses.

- **Step 7: Decision and Outcome**
    - → Based on the findings of the external investigation and/or the school's internal safeguarding inquiry report, the CPO (or the BOT, in cases involving the CPO) decide regarding the appropriate outcome. This decision will prioritize the safety and well-being of children and consider the individual's suitability to work with children.
    - → Possible Outcomes: Outcomes may include:
        - **No further action**, if the allegations are unsubstantiated and no safeguarding concerns remain.
        - **Disciplinary action**, up to and including dismissal, if allegations are substantiated and amount to misconduct.
        - **Referral to relevant professional or regulatory bodies**, such as barring authorities.
        - **Safeguarding training or supervision**, if there are concerns that fall below the threshold for dismissal.
    - → If the accused is prosecuted and convicted:
        - **Immediate and permanent removal** from any role involving contact with children.
        - **Mandatory reporting** to child protection and professional barring authorities (e.g., MOEHE, licensing boards).
        - **Public safety communication**, if advised by legal authorities (while maintaining confidentiality and respecting legal constraints).
        - **Update internal records** to reflect the legal outcome for future employment or legal inquiries.
        - **Provide support and reassurance** to students, staff, and families, ensuring the school community feels safe and informed (without breaching confidentiality or legal restrictions).

- **Step 8: Post-Case Learning Review**
    - → Following the conclusion of the case and the implementation of any outcomes, undertake a **post-case learning review process**. This review aim to:
        - Identify any lessons learned from the management of the allegation.
        - Review the effectiveness of the school's policies and procedures in handling the allegation.
        - Identify any areas for improvement in the school's safeguarding practices, training, and the Allegation Protocol itself.
        - Consider any systemic issues that may have contributed to the situation.
        - Document the findings of the review and implement any agreed-upon changes to prevent similar situations from occurring in the future.

- **Step 9: Support, debriefing and safeguarding review**

→ Support
- Provide appropriate and timely supportthroughout the process to the children and their families affected by an allegation.
- Offer support to the staff member against whom the allegation has been made.
- Facilitate access to internal and external support services (e.g., counselling, mental health).
- Maintain clear and sensitive communication with all parties.
- Extend support to staff members directly or indirectly impacted by the allegation

→ Debriefing
- Facilitate structured debriefing sessions for involved staff to reflect on the emotional and procedural impact of the case.
- Ensure the space is safe, confidential, and non-judgmental.
- Reinforce staff well-being and identify any further support needs.

→ Safeguarding Review
- Conduct a full post-case safeguarding review to evaluate the effectiveness of the school's response.
- Identify any gaps, delays, or challenges in the process.
- Update safeguarding policies, training, or procedures based on lessons learned.
- Document the review findings and ensure leadership oversight and follow-up actions are taken.

17. Indicators of Abuse and Neglect

At Oscar Academy, safeguarding our students is a top priority. All staff are expected to be alert to the physical and behavioral signs of abuse. While some signs may have explanations, repeated or concerning patterns must be taken seriously and reported immediately to the Child Protection Officer (CPO). It is not the role of staff to investigate, but rather to report concerns without delay.

17.1. General Signs That May Indicate Abuse or Neglect

A student who may be suffering from abuse could:

1. Have visible injuries like bruises, cuts, burns, or broken bones.
2. Complain of unexplained pain or discomfort.
3. Be afraid to change clothes for P.E. or swimming.
4. Look consistently unkempt or neglected.
5. Suddenly change eating habits (overeating or refusing food).
6. Appear withdrawn, anxious, aggressive, or overly tired.
7. Miss school frequently or arrive late without clear reason.

8. Struggle to make friends or isolate themselves.
9. Show reluctance to go home.
10. Display inappropriate knowledge or behavior, especially of a sexual or violent nature.
11. Possess unexplained gifts, money, or items like a mobile phone.

17.2. Risk Indicators in the Home Environment

The following factors in a student's home life may signal potential harm:

1. Fear of a parent or caregiver.
2. The child acts much older or younger than expected for their age.
3. Caregiver shows little concern, offers inconsistent explanations for injuries, or avoids school contact.
4. Evidence or disclosure of domestic violence, substance abuse, or mental health issues in the home.
5. Known individuals with a history of abuse moving into the household.

17.3. Physical Abuse

Look for signs such as:

1. Injuries with no clear explanation or several inconsistent stories.
2. Delay in seeking medical help.
3. Bruising in unusual areas (e.g., behind ears, face, grasp marks).
4. Burns or scalds with clear outlines or immersion marks.
5. Multiple old injuries suggesting a pattern.
6. Bite marks (especially those larger than a child's mouth).
7. Fractures in non-mobile children, or unexplained breaks and delays in treatment.
8. Presence of multiple scars of different sizes and stages of healing.

4. Emotional Abuse

Often difficult to detect, emotional abuse may present as:

1. Delay in physical, emotional, or social development.
2. A child who shows extreme behaviors: overly compliant, aggressive, withdrawn, or overly anxious.
3. Lack of attachment to caregivers or overly friendly with strangers.
4. Constantly seeking approval or appearing "watchful" as if anticipating punishment.
5. Low self-esteem or loss of confidence.

5. Sexual Abuse

Students may be reluctant to speak out due to fear or shame. Watch for:

- Inappropriate sexual behavior, talk, or knowledge beyond their age.
- Refusal to change clothes for activities.
- Self-harming behaviors, eating disorders, or signs of depression.
- Complaints of pain or itching in private areas, unexplained bleeding, or sexually transmitted infections.

18. Monitoring and Evaluation of the Policy

Regular monitoring of staff, volunteers, and school processes ensures compliance with safeguarding standards. Observations, active supervision, incident reviews, and feedback systems help identify and respond to risks.

a. The monitoring and evaluation of Oscar Academy's Child Protection Policy and procedures will be carried out through a range of practices, including but not limited to:

1. Internal and external safeguarding audits and visits by the School Leadership Team or designated authorities
2. Review and scrutiny of School Leadership Team agendas and meeting minutes
3. Structured discussions and feedback sessions with students and staff
4. Analysis of attendance data to identify any patterns or concerns
5. Review and evaluation of risk assessments across school activities and environments
6. Examination of incident logs (refer to Appendix 7) and follow-up actions taken
7. Monitoring of adaptations to teaching and learning models (e.g., transitions to online or hybrid learning)
8. Review of parental concerns, feedback, and school-wide questionnaires

b. Ongoing Supervision and Internal Monitoring

1. Child Protection Officer (CPO) and senior leaders will conduct regular supervisory checks to ensure staff understand and comply with safeguarding responsibilities.
2. Classroom observations and review of safeguarding logs will be carried out on a termly basis.
3. Spot checks and scheduled audits may be used to assess safeguarding knowledge and vigilance.

c. Evaluation of Procedures and Impact

- All safeguarding incidents, concerns, or patterns will be evaluated quarterly to ensure the procedures are timely, child-centered, and effective.

- Feedback from staff, students, and parents will be gathered via surveys or during team meetings to inform improvements.

d. Policy Review

- This policy will be reviewed annually and revised as needed to reflect legal updates, changes in school practices, and evolving safeguarding challenges.
- The safeguarding team is responsible for initiating the review, and all updates will be communicated to staff and stakeholders

(Refer to appendix 1 Child Protection (CP) Policy Action Steps)

19. Online Safety (Aligned with Firewall Policy)

Oscar Academy is dedicated to providing a safe digital environment. This Online Safety Policy ensures students and staff use the internet responsibly, safely, and for educational purposes only.

1. **Filtered Internet Access**
   - Harmful, inappropriate, or distracting websites (e.g., violence, social media, games) are blocked by a secure firewall.
2. **Student Guidelines**
   - Use the internet for school tasks only.
   - Never bypass filters or share personal information.
   - Report any unsafe or suspicious content immediately.
3. **Staff Responsibilities**
   - Monitor student internet use and promote digital responsibility.
   - Request access to educational tools if blocked.
   - Lead by example in safe online behavior.
4. **Cyberbullying**
   - Strictly prohibited and subject to disciplinary action.
   - Victims receive support through pastoral care.
5. **Monitoring & Enforcement**
   - The IT team monitors all internet activity.
   - Violations may result in loss of internet privileges or further consequences.
6. **Education & Awareness**
   - Online safety is taught to students and reinforced through staff and parent engagement.
   - Policy is reviewed yearly to stay updated with technology and risks.

20. Mobile Phones and Photography

At OSCAR Academy, we understand the role mobile phones and photography play in modern communication and documentation. However, we also recognize the potential risks associated with their misuse. To ensure the safety, privacy, and well-being of all students, the following

guidelines have been established regarding the use of mobile phones and photography within the school environment.

20.1 Mobile Phones

1. Guidance provided by the Ministry of Education & Higher Education (MOEHE) Circular No 4 of 2025, dated last February 3, 2025.
2. Students are not allowed to carry or use mobile phones during school hours. Phones must remain turned off and stored in students' bags or lockers.
3. Staffs are required to use mobile phones appropriately. Personal calls or distractions during student supervision or teaching time should be avoided.
4. Mobile phone use should not compromise the quality of student supervision and care.
5. All mobile phone usage must be open to scrutiny.
6. Mobile phone content, including personal contact information, must be kept secure.

20.2 Photography and Video

1. The school acknowledges the necessity of using cameras and video equipment in some school activities but also recognizes the potential for misuse in certain cases.
2. The school will obtain parental consent before taking or publishing photographs of students (e.g., for use on the school website, in newsletters, or media publications).
3. All photographs, videos, and images should ensure students are appropriately dressed and represented.
4. Only school-owned equipment will be used for official photography. All images for publicity purposes will be captured with equipment that is open to scrutiny.
5. Staff and visitors must seek permission from the Principal/Head of School before taking photographs or videos on school premises.
6. When going on school outings, the use of mobile phones for photography will be included in the risk assessment.

21. Reporting Procedure

At Oscar Academy, we take all safeguarding concerns seriously. If you observe or hear anything that raises concern about the behavior or conduct of a staff member, you are encouraged to report it promptly and appropriately.

To guide your decision, consider this: *Would I want this behavior to continue unchecked if it involved my own child or a close family member?*

Steps to Follow:

1. You may raise your concern verbally or in writing.
2. Concerns should be reported directly to the AVP.

3. If the concern involves the AVP, please report directly to the Principal.
4. You may bring a friend or colleague to accompany you to the meeting if you wish.
5. The AVP will inform you of the proposed actions and schedule a follow-up meeting.
6. Initial feedback should be given within 10 working days, depending on the complexity of the matter.
7. The timeline for further updates will be agreed upon during your first meeting.
8. You may request clarity on confidentiality, and your preferences regarding the protection of your identity will be recorded.

Investigation Process:

1. The AVP will carry out a fact-finding inquiry to determine whether inappropriate conduct or poor practice has occurred.
2. Members of the school community may be consulted for information or clarification.
3. External advice may be sought where necessary.
4. A written record of the reported conduct, findings, and outcomes will be kept securely.
5. The person who raised the concern (whistleblower) will be kept informed of the progress of the inquiry.

Possible Outcomes of the Inquiry:

1. No poor practice or wrongdoing is established – the case is closed.
2. Some substance to the concern – the staff member will receive advice and support to improve practice.
3. Poor practice or serious misconduct is confirmed – disciplinary procedures are initiated.

22. Conclusion

OSCAR Academy is committed to creating a safe environment where all children feel secure, respected, and empowered. Safeguarding is a shared responsibility. This policy serves as a guide for all stakeholders to uphold our collective duty to protect children.

---------------------------Every child is important. Reach out before it's too late. ---------------------

Appendix 1

Oscar Academy – Child Protection (CP) Policy Action Steps

CP Policy Section	Include:	Action Assigned to:	Action Completed
Introduction to the CP Policy	• Statement of beliefs and ethos • What the policy covers • Who the policy covers		
International and National Law	• Policy is governed by Qatar national laws • Applicable international agreements (e.g., UNCRC)		
Purpose and Aim	• Statement of Oscar Academy's child protection vision and values • Principles of non-discrimination and responsibility to report concerns		
Roles and Responsibilities	• Roles and responsibilities of staff, admin, and safeguarding leads • Legal reporting obligations		
Definitions	• Definitions of harm (physical, emotional, sexual, neglect) • Signs of harm • Definition and examples of grooming		
Code of Conduct	• Do's and Don'ts for staff and volunteers interacting with children		
Mandatory Reporting	• Expectations and obligations to report suspected abuse		
Internal Reporting Pathways	• Flowchart of how to report and to whom • Record-keeping instructions		

Central Record	• What is stored, who has access • Data protection, storage, and destruction guidelines		
Allegation Protocol	• Response procedures for allegations against staff • Sanctions and risk assessments		
Related Policies & Links	• References to safer hiring, peer-on-peer abuse, Board, trip, and whistleblowing policies		
Training	• Induction, annual, and advanced training content • Tracking and frequency requirements		
Resources for Adults	• Resources available for staff (guidelines, helplines) • Parent guidance on protection, reporting, and online safety		
Policy Updates	• Timeline and process for annual monitoring, review, and revision		
Acknowledgement	• Signature page for staff and relevant parties to confirm reading and understanding		

Appendix 2 : Recruitment Application Form (Safe Recruitment)

Category	Details
Personal Information	
Name	
Address	
Secondary Address	
Date of Birth	
Phone Number	
Citizenship	
Email Address	
Secondary Citizenship	
Country of Residence	
Teacher/Educator Reference Number (if one exists)	
Total # years living outside of country of birth	
Education (Institution/Degree/Date)	
Work History/Experience	
Name of School (Employer/Address)	
Dates of Employment	
Reason(s) for Leaving	
Eligibility for Re-employment	
Explanation for any gaps in work history	
Curriculum Experience	

Example Applicant Interview Questions (Done by CEO/Principal/AVP)

1. Can you give an example of something that you have done that demonstrates your commitment to protecting a child or young person?
2. Can you give an example of a time when you became aware of someone acting unprofessionally at work? What did you do? How did you feel about what you had to do?
3. Can you give us an example of finding it difficult working with someone (in a team) who did not share your values, beliefs, or ideas? Why do you think you found it difficult? How did you feel about it? What did you do to resolve the situation?
4. Can you tell me/us about a situation when you saw someone at work stretch or bend the rules beyond what you felt was acceptable? What action did you take?
5. What are your attitudes towards child protection – how have these developed over time?
6. What are your feelings about students who make allegations against staff?
7. Can you tell me/us about a time when you had to conform to a policy or procedure you did not agree with – what did you do?
8. Role-specific: Ask a question related to the safeguarding requirements for the role applied for.
9. Country-specific: Ask a question to probe the applicant's attitude, values, and beliefs related to local culture and practice.
10. If gaps in employment exist: Can you tell us the reasons that you left work for a period of time?

Example Referee Questions

1. Do you have any concerns about the applicant working unattended with children?
2. Did any of the applicant's colleagues, students, or parents express such concerns?
3. Would you rehire the applicant? (Why or why not according to the response received)
4. Do you have any concerns about the applicant's behavior around children or young people?
5. Have there been any allegations or concerns raised about the applicant involving issues related to the safety and welfare of children, child protection, young people, or colleagues, including any disciplinary action?
6. How were these matters investigated and resolved?
7. Were any sanctions put in place – please describe – do any of these remain in force?
8. Please see the job description and person specification attached and comment on the applicant's suitability to carry out this position.

Appendix 3 Monitoring and Evaluation Policy (Quality Assurance Policy)

Aim:

The aim of the Monitoring and Evaluation (M&E) Policy at Oscar Academy (aligned with Guideline for General Policies in Private Education in the State of Qatar - First Edition 2024) is to ensure that the academy consistently meets its vision and mission by implementing a systematic approach to assess and improve the quality, effectiveness, and impact of all academic, administrative, and operational activities. This policy supports the academy's commitment to providing an excellent educational experience and fostering an environment that encourages continuous learning, growth, and excellence.

Objectives:

1. **Support the Achievement of Academic Excellence**
   -To monitor and evaluate the effectiveness of academic programs, teaching methodologies, and student performance, ensuring they align with the academy's vision of fostering academic excellence and preparing students for a dynamic global society.
2. **Enhance Holistic Student Development**
   -To assess and enhance the impact of extracurricular activities, personal development programs, and student support services in promoting well-rounded individuals who are ready to thrive in all areas of life, both academically and socially.
3. **Drive Evidence-Based Decision Making**
   -To provide accurate, timely data that supports informed decision-making, ensuring that institutional strategies, policies, and practices are continuously adapted to meet the evolving needs of students and staff, in line with the academy's mission to nurture critical thinking, creativity, and integrity.
4. **Ensure Accountability and Transparency**
   -To promote accountability at all levels by regularly assessing institutional performance and sharing M&E results with key stakeholders, thereby ensuring the academy remains transparent and committed to high standards of governance.
5. **Foster Continuous Improvement**
   -To use M&E data to identify opportunities for improvement and foster a culture of innovation, ensuring that the academy continually adapts to best meet the needs of its students, staff, and the broader community.
6. **Support Professional Growth and Development**
   -To assess staff performance and professional development needs, ensuring that ongoing training and development initiatives align with the mission of the academy to nurture talented educators who contribute to the success of the academy and its students.
7. **Maintain Alignment with National and International Standards**
   -To ensure the academy's academic and operational activities meet or exceed local and international educational standards, reflecting its commitment to high-quality education and student-centered learning environments.

Qatar National School Accreditation
(QNSA)

وزارة التربيـــة والتعليـــم والتعليـــم العالـــي
Ministry of Education and Higher Education
دولـــة قطــر • State of Qatar

8. **Optimize Resource Allocation**

   -To guide effective resource allocation based on M&E outcomes, ensuring that financial, human, and material resources are utilized in a manner that supports the academy's goals of academic excellence and holistic development.

9. **Enhance Stakeholder Engagement**

   -To measure and assess the satisfaction and engagement of all stakeholders, including students, parents, and the community, ensuring that the academy remains responsive to their needs and continues to create collaborative partnerships in line with its mission of community and parent collaboration.

10. **Cultivate a Culture of Responsibility and Integrity**

    -To ensure that all members of the academy are accountable for their roles in achieving the academy's goals and uphold the values of integrity and ethical behavior, fostering an environment of mutual respect and responsibility.

Staff	Responsibilities	Implementation Schedule
Principal	Provide strategic leadership in implementing Monitoring and Evaluation (M&E) processes that align with the academy's mission and goals.	Annually / Reviewed Quarterly
	Ensure that M&E activities are integrated into the academy's planning and decision-making cycles.	Each Semester / As needed
	Oversee the development and execution of M&E plans for both academic and administrative departments.	Annually / Reviewed Each Semester
	Ensure compliance with national education standards and internal policy frameworks.	Ongoing / Formal Review Annually
	Use evaluation data to inform improvements in teaching methods, student performance, staff development, and resource allocation.	Each Semester / After major assessment
	Promote a culture of accountability and evidence-based decision-making.	Ongoing / Embedded in culture
	Support professional development for staff on M&E tools, techniques, and analysis.	Annually / With Mid-Year Refreshers
	Ensure that staff understand the importance of data collection and evaluation in improving institutional outcomes.	Monthly briefings / As needed

Monitor the effectiveness and relevance of curricula, teaching strategies, and student support services.	Each Semester / Classroom Walkthroughs
Regularly review and update academic performance indicators and evaluation tools.	Quarterly
Ensure timely reporting of evaluation outcomes to stakeholders such as the school board, parents, and education authorities.	Each Semester / As per calendar
Communicate findings from M&E processes to promote transparency and stakeholder engagement.	Monthly Updates / End-of-Term Reports
Use M&E outcomes to refine institutional goals, strategies, and resource planning.	Each Semester / Strategic Reviews
Encourage a feedback loop where input from teachers, students, and parents feeds into ongoing improvements.	Termly via Surveys and Meetings
Monitor administrative operations and staff performance to ensure alignment with institutional goals.	Monthly / Annual Review
Oversee the admission process for new students to ensure fairness, transparency, and alignment with enrollment targets.	Annually during admission cycle
Monitor the staff recruitment process to ensure it follows set policies and meets the academy's needs.	Per hiring cycle
Oversee the collection and analysis of data related to academic and operational performance for informed decision-making.	Monthly Reports / End-of-Term Summary
Monitor academic progress and outcomes each semester, ensuring timely interventions where needed.	Each Semester
Evaluate teacher performance regularly through classroom observations, appraisals, and student feedback.	Twice per Academic Year
Monitor the quality and effectiveness of student support services, including counseling, special education, and enrichment programs.	Termly Review / Ongoing Feedback
Ensure the effective implementation of school policies across all departments.	Ongoing / Policy Review Annually
Supervise the preparation, dissemination, and adherence to the annual school calendar.	Annually / Mid-Year Check

	Monitor the implementation of health and safety protocols to ensure a safe learning and working environment.	Monthly Audits / As needed
	Oversee the design and analysis of surveys for students, staff, and parents to gather feedback and guide improvements.	Termly / After each major initiative
	Lead and monitor the work of the QNSA (Qatar National School Accreditation) group, ensuring compliance with standards and progress on the accreditation process.	Annually / As per QNSA –School Renewal of License
Team Leader	Ensure the implementation of M&E activities within their designated team or department in alignment with the academy's overall policy.	Ongoing / Weekly Reviews
	Coordinate the collection, organization, and initial analysis of data related to performance, progress, and outcomes.	Monthly / End of Term
	Monitor team performance against set objectives, indicators, and timelines.	Monthly / Per Project Phase
	Support team members in understanding M&E tools, methodologies, and reporting requirements.	Quarterly Workshops / As needed
	Identify challenges, gaps, and areas for improvement based on data and provide recommendations.	Monthly Analysis / Term-end Review
	Prepare and submit timely reports to the Principal or designated M&E coordinator.	Monthly / Term-wise
	Foster a team culture of accountability, transparency, and continuous learning.	Ongoing / Team Meetings
	Facilitate regular feedback sessions with team members to discuss results, progress, and necessary adjustments.	Biweekly / Monthly
	Ensure compliance with internal policies and external standards in data handling and evaluation processes.	Ongoing / Quarterly Checks
	Contribute to the development and refinement of evaluation tools and performance metrics.	Annually / As part of strategic updates
Academic Vice Principal (AVP)	Oversee the implementation of M&E processes across all academic programs to ensure alignment with the academy's educational objectives and standards.	Weekly Check-ins / Each Semester
	Monitor academic performance indicators, including student achievement, teaching effectiveness, and curriculum delivery.	Monthly Reports / End of Term Review

	Analyze academic data to identify trends, strengths, and areas requiring improvement.	Quarterly / As data becomes available
	Support the development and continuous improvement of assessment tools, grading policies, and instructional practices.	Annually / Mid-Year Review
	Collaborate with department heads and teachers to ensure that evaluation findings are used to enhance teaching and learning outcomes.	Monthly Coordination Meetings
	Ensure that academic staff are trained and informed on M&E procedures, tools, and expectations.	Twice Yearly / Start and Mid-Year
	Review and validate academic reports submitted for internal review or external accountability.	Monthly / Prior to submissions
	Ensure that M&E results are incorporated into academic planning, professional development, and curriculum review cycles.	Each Semester / Annual Review
	Report regularly to the Principal on the status of academic M&E activities and outcomes.	Monthly / Term-end Reports
	Promote a culture of academic excellence, data-informed decision-making, and continuous improvement within the academic staff.	Ongoing / Monthly Professional Sessions
CEO	Provide overall strategic direction and leadership for the Monitoring and Evaluation framework across the academy.	Annually / Mid-Year Check-ins
	Ensure that M&E policies are aligned with the academy's vision, mission, and long-term goals.	Annual Strategic Planning
	Approve and support the implementation of M&E systems and resources across all departments.	Annually / As Needed
	Oversee the integration of M&E findings into institutional strategic planning, budgeting, and policy development.	Annually / Mid-Year Strategic Reviews
	Hold executive accountability for ensuring that data-driven decisions guide institutional improvement and performance.	Ongoing / Quarterly Reports
	Review consolidated M&E reports from the Principal and senior leadership to assess institutional progress.	Quarterly / Board Meeting Cycle

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	Engage with key stakeholders—including the board of directors, regulatory bodies, and external partners—using verified M&E data to demonstrate impact and compliance.	Biannually / As needed
	Promote a culture of transparency, accountability, and continuous improvement at the organizational level.	Ongoing
	Ensure that appropriate resources, tools, and personnel are available for effective M&E implementation.	Annual Budget Planning
	Support capacity building initiatives for leadership and staff in data literacy, analysis, and application of M&E findings.	Annually / With Leadership Retreats
BOT	Provide governance oversight to ensure the effectiveness and accountability of the academy's Monitoring and Evaluation systems.	Biannual Board Reviews
	Approve the overall M&E policy and ensure it aligns with the institution's mission, vision, and strategic priorities.	Annually
	Review high-level M&E reports and institutional performance data presented by the CEO and Principal.	Quarterly Board Meetings
	Hold the executive leadership accountable for implementing M&E processes and acting on evaluation findings.	Quarterly / Annually
	Ensure that M&E outcomes are used to inform strategic planning, policy revisions, and resource allocation.	Annual Budget and Strategy Cycle
	Monitor compliance with educational standards, regulatory requirements, and key performance indicators.	Biannual Oversight Reviews
	Support a culture of transparency, integrity, and continuous improvement at the board level.	Ongoing / Every Board Session
	Provide guidance and feedback on institutional priorities based on M&E evidence.	Quarterly / As Reports Are Presented
	Advocate for the effective use of data in decision-making across the organization.	Ongoing
	Participate in periodic reviews of the M&E framework to ensure relevance, effectiveness, and alignment with evolving educational goals.	Every 2 Years / As Strategic Needs Arise

MONITORING SCHEDULE

#	MONITORING ACTIVITY	RESPONSIBLE PERSON(S)
1	Monitoring School Academic Plans	SMT / Principal /Academic Vice Principal
2	School Wide Action plan	SMT / Principal /Academic Vice Principal/QNSA Team
3	Monitoring Monthly Behavior Report	Social Worker/ Principal/ Academic Vice Principal
4	Report Card	IT/ Academic Vice Principal/ Academic Secretary/ Principal
5	Monitoring of Students Attendance (absence / late morning)	Building Supervisors/Academic Secretary/Social Worker
6	Daily Monitoring for late students in the afternoon	Reception / Admin/ Social Worker
7	Monitoring of Daily Routine Activity	Academic Vice Principal/ Admins/ Principal
8	Monitoring Clubs	Academic Vice Principal / Social Worker/Principal
9	Science Lab Monitoring	Academic Vice Principal / Science Team Leader
10	Library Monitoring	Academic Vice Principal/ Librarian/ Admins
11	Computer Lab monitoring	Academic Vice Principal/ IT/ Admin Coordinator
12	Monitoring for Clinic	Nurse/ Social Workers / Principal
13	Monitoring for Canteen	Admin Coordinator/ Academic Vice Principal
14	Professional Development Monitoring	Principal / HR/ Academic Vice Principal / Team Leaders

15	Monitoring of Extra Curricular Activity	Principal/ Academic Vice Principal/ Social Worker
16	Monitoring for Support Class	Academic Vice Principal / Social Worker / Principal
17	Monitoring for Foreign Students	Academic Vice Principal / Social Worker / Principal/Admin Coordinator
18	Monitoring for Marks Analysis	Academic Vice Principal / IT / Academic Secretary/ Principal
19	Monitoring for Questionnaire Analysis	Academic Vice Principal/ Academic Secretary/ Principal
20	Monitoring Students Display Works (Inside/Outside Classroom)	Admins / Academic Vice Principal
21	BOT review Committee	Principal / Academic Vice Principal / Social Worker/ CEO
22	Budget Monitoring and Report to Board	CEO/ Principal/ HR/ External Auditors/ Accountant
23	Monitoring of Numbers Admission and Entrance Exam	Academic Vice Principal / Admin Coordinator / Students Affairs Officer/ Principal
24	Parents Meeting Monitoring	Principal/ Social Worker/ Academic Vice Principal
25	Inventory Monitory	Admin Coordinator/ Academic Secretary/ Storekeeper
26	Student's Bus Monitoring	Bus Supervisor/Admin Coordinator / Bldg Supervisor
27	School Visitors Monitoring	Admin Coordinator / Social Worker
28	Parents Request Monitoring	Social Worker/ Academic Vice Principal / Principal
29	School Committee Monitoring	SMT/ Social Worker
30	Staff Monitoring Attendance	HR / Academic Vice Principal/ Principal

31	Monitoring Students Exam Results (internal/ External)	Academic Vice Principal/ Asst Acad Supervisor/ Principal/ IT
32	Building / Classroom Monitoring	Admin / Vice Principal
33	Monitoring Teacher Performance	Principal/ Academic Vice Principal/ Asst Acad.
34	Monitoring School Calendars (Academic Activities)	Principal/ Academic Vice Principal/ Asst Acad.
35	Labor Performance Monitoring	Principal/ Admin. Coordinator
36	Monitoring Staff (Academic Teacher/ General Admin)	SMT
37	Principal Monitoring Activity	SMT
38	Monitoring / Applying Behavior Policies and procedures (Monthly/ Annual)	Social Worker/ Principal/ Academic Vice Principal
39	Monitoring Promoting Qatar National Identity and School Values	Social Worker/ Principal
40	Monitoring School-Self Study	Academic Vice Principal / Principal / Ass. Acad. Supervisor
41	Monitoring School Curriculum and Educational Resources	Academic Vice Principal / Principal
42	Monitoring Parent's Involvement and Satisfaction in Life	Social Worker/ Academic Vice Principal / Principal

Appendix 4 Anti-Bullying Policy

Aim:

Oscar Academy is committed to fostering a safe, respectful, and inclusive environment where students are encouraged to actively participate in a learning atmosphere that values individuality and ensures that all learners are supported according to their unique needs. This policy is aligned with the Ministry of Education and Higher Education (MOEHE) Circular No. 9 – Guidelines for Security, Health, and Safety (Child Protection) in Private Schools and Kindergartens, 1st Edition, dated 27 May 2024.

Policy Statement:

Bullying in any form is strictly prohibited and will be addressed promptly and appropriately. Oscar Academy is dedicated to preventing bullying and ensuring that all students feel safe, valued, and supported.

- ✓ Types of Bullying:
    - ✓ **Physical or Verbal Abuse:** Hitting, pushing, name-calling, mocking, threats.
    - ✓ **Cyberbullying:** Harassment via email, messaging apps, social media, or text.
    - ✓ **Discrimination-Based Bullying:** Based on race, nationality, religion, gender, disability, or perceived differences.
    - ✓ **Emotional and Social Bullying:** Isolation, spreading rumors, manipulating friendships.
    - ✓ **Other Forms:** Humiliation, victimization, intrusion into personal belongings, exclusion, and persistent undermining of others.

Warning Signs and Symptoms:

- ✓ Anxiety or fear of attending school
- ✓ Avoidance of specific days or lessons
- ✓ Unexplained changes in behavior or academic performance
- ✓ Withdrawal from previously enjoyed activities
- ✓ Punctuality problems
- ✓ Unexplained injuries or damaged belongings
- ✓ Reluctance to explain reasons for distress

Prevention and Awareness Measures:

Oscar Academy promotes a culture of kindness, empathy, and accountability through:

- ✓ **Competitions between classes to create anti-bullying posters**
- ✓ **Assemblies and classroom discussions**
- ✓ **Well-being programs and school-wide initiatives**
- ✓ **Regular staff training to recognize and manage bullying**
- ✓ **Ongoing training for students and parents on anti-bullying**
- ✓ **Partnership with the Amman Red Crescent in Qatar to conduct programs for students**

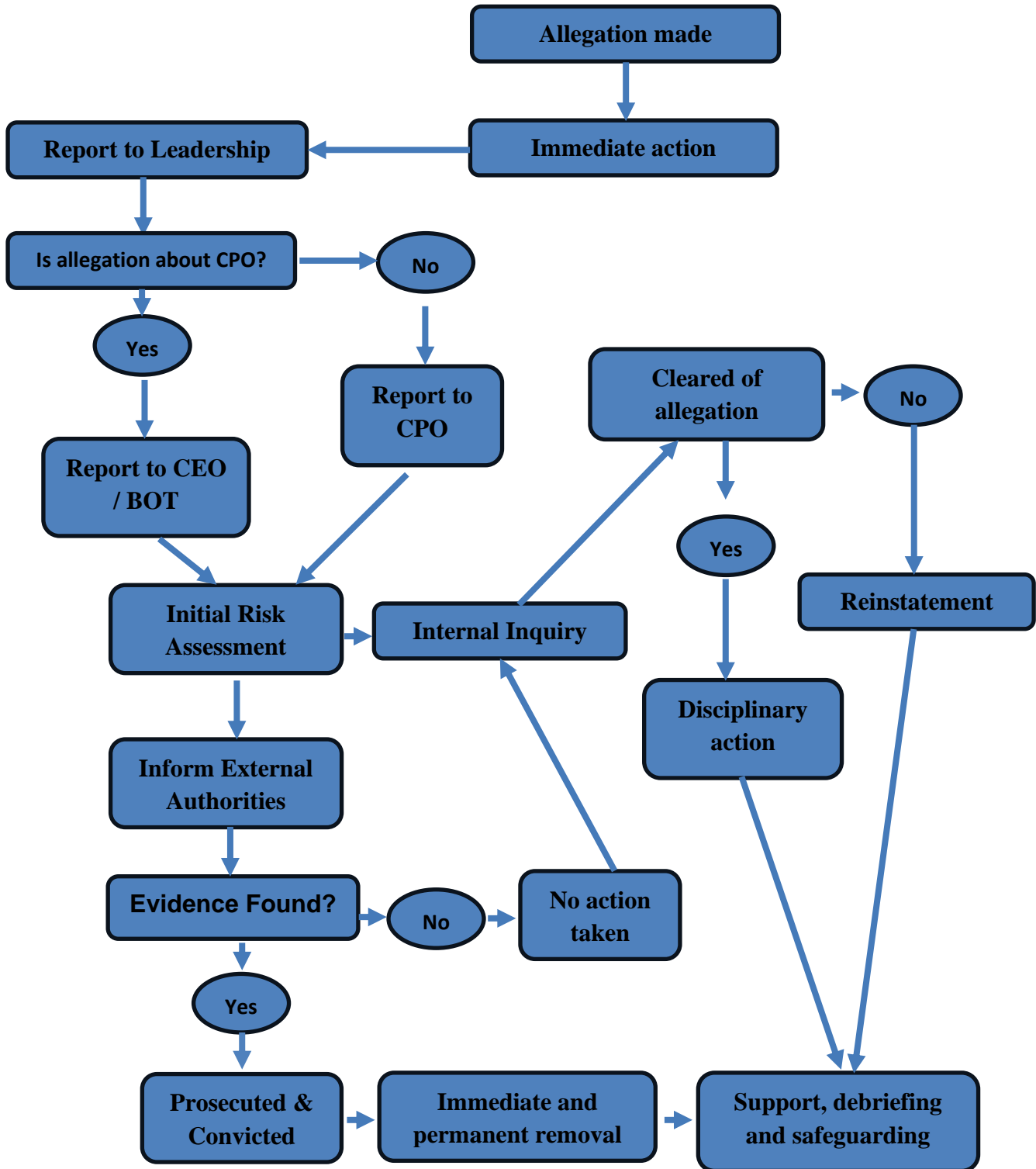| Step	Action
1	Bullying incidents are reported to the Class Teacher, Social Worker, or Academic Supervisor.
2	All incidents are documented and categorized.
3	Investigations are conducted by the Social Worker and relevant staff.
4	Parents are notified and called for a meeting if needed.
5	A **Bullying Incident Form** is filled out detailing the incident and actions taken.
6	Follow-up support and monitoring are implemented.

Monitoring and Evaluation:

- All cases are logged in the **Bullying Register** and monitored regularly.
- Patterns are reviewed to improve preventive strategies.
- The policy is reviewed annually in alignment with Ministry standards and feedback from staff and parents.

BULLYING RECTIFICATION GRID

Steps	Consequences
Level 1	If an incident of bullying occurs a verbal warning from the teacher will be given teacher should record in the class behavioral tracking record.
Level 2	If this bullying occurs again on the same day, verbal warning from building supervisor will be given.
Level 3	If the inappropriate bullying continues then the student will be transferred to the social worker and incident will be recorded .
Level 4	If this bullying persists then the student will be referred to the social worker and formal letter will be

	send to parents requesting a meeting between them in school, will choose the sanction he\she will take.
Level 5	If the pattern of bullying continues, a formal letter will be sent to parents by social worker requesting a meeting between them in school. The academic principal will be present at this meeting.
Level 6	If the pattern of inappropriate bullying continues, a formal letter will be sent to parents by social worker requesting a meeting between them in school A formal written warning will be given to the parents about the child's behavior of bullying.
Level 7	If the bullying continues further, parents will be phoned to come into school to have a meeting with the social worker. A second formal written warning will be given.
Level 8	If there is no improvement in behaviour, the school principal will meet again with parents and a third and final written warning will be given.
Level 9	If there is no improvement in behavior regarding bullying, temporary separation will be given for the according to the situation form (1-3) days and letter will be send to parents regarding this matter.
Level 10	Continuing bullying will result in parents being called to attend a meeting with the social worker and affairs where a formal letter will be given requesting the student find an alternative school to attend for next year.

- It should also be noted that full investigations should be mounted into the allincidents especially when the more serious consequences and stages are being dealt with.

- In all casesbehivor committee members should be informed about series incidents during meeting time and take actions and decisions towards these cases.

- Study case and individual behavior action plan should be design for the case.
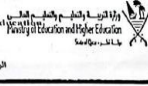
Appendix 5: Safeguarding Allegation Response Flowchart

```
                                              Allegation made
                                                    │
                                                    ▼
        Report to Leadership  ◄──────────────  Immediate action
                │
                ▼
        Is allegation about CPO?  ───►  No
                │                        │
                ▼                        ▼
              Yes                   Report to         Cleared of  ───►  No
                │                     CPO             allegation          │
                ▼                        │                │                ▼
        Report to CEO                    │              Yes          Reinstatement
          / BOT                          │                │
                │                        │                ▼
                ▼                        ▼
        Initial Risk  ───►  Internal Inquiry       Disciplinary
        Assessment                                    action
                │
                ▼
        Inform External
         Authorities
                │
                ▼
        Evidence Found?  ───►  No  ───►  No action
                │                         taken
                ▼
              Yes
                │
                ▼
        Prosecuted &  ───►  Immediate and  ───►  Support, debriefing
         Convicted          permanent removal      and safeguarding
```

Appendix 6: Safeguarding Response Protocol: Do's and Don'ts

DO	DON'T
• stay calm and show no signs of shock • listen and respond with empathy in a non-judgmental and open way • consider the disclosure seriously and assume you do not have all the information. • remain calm, supportive, and reassuring, explaining what you need to do(report to the CPO) and why. • validate the child's feelings and reassure the child that they have done theright thing in coming forward. • allow the child control when feasible. • consider the child's language needs and whether support in anotherlanguage is necessary. • take notes and make a record as soon as possible following the disclosure;	• view images of children (rather ask for a brief description and secure adevice as possible evidence for law enforcement); • interview the child, ask leading or unnecessary questions, or providelanguage for the child. • take notes during the disclosure unless it's part of a counselling sessionand normalised, or to take note of a few key details and explained assuch. • make promises that may not be able to be honoured (such as promisingyou won't tell anyone or that this will never happen again). • suggest that the child may be to blame in any way for what happened; or • ask the child to wait until another person can be present to witness thedisclosure or repeatedly interview the child or children

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Appendix 7: Incident Report Log

OSCAR ACADEMY
Under the Supervision of Ministry of Education and Higher Education
A.Y. 2024-2025
'Oscar Builds Readers and Leaders'
رؤية وزارة التربية والتعليم والتعليم العالي
الريادة في توفير فرص تعلم دائمة ومبتكرة ذات جودة عالية للمجتمع القطري

INCIDENT REPORT

Date	Studet Name	Description of incident	Subject	Teacher Name	Social Worker Sign

رسالتنا تهدف نحو جودة التعليم حيث يتم تشجيع الطلاب على تحقيق أفضل إمكاناتهم معنويا واجتماعيا وفكريا وأن يكونوا عضوا نشطا في مجتمعهم.
Our Mission is to endeavors towards quality education where students are encouraged to achieve their best potentials
www. oscaracademyqatar.com Mobile: 30386600/30389900 Office: 44710060/44163950

Appendix 8: Staff Code of Conduct

<u>CODE OF ETHICS (MOEHE)</u>

Code of Ethics

For Private Schools and Kindergartens

All private schools and kindergartens in the State of Qatar must abide by this charter.

The Arabic version is the main reference for this charter.

Contents

Introduction

Professional ethics in education are key factors affecting the behavior of all stakeholders in education as it constitutes a supervisory measure that serves as a guide for their behavior.

All stakeholders in education should abide by and adopt these ethics to regulate their daily interactions and behavior. The extent of the stakeholders' affiliation to their profession is determined by their commitment to the standards and ethics of their profession in all situations as they deal with students whom will be the core of change and development in the society.

In this context, the Private Education Affairs Sector at the Ministry of Education and Higher Education was keen to benefit from the "Code of Ethics for Educators in the State of Qatar" (in public schools) and subsequently preparing an updated and customized version for private education sector. This is the "Code of Ethics for Private Schools and Kindergartens In Qatar" that regulates the relationship between all parties to the educational process and urges them to adopt Policies, ethical laws and positive behaviors, stemming from the heritage of Qatari society, the traditional Islamic values and the Universal Charter on Human Rights.

Terminology

Educator: Any staff member in a school and whose job duties require regular interaction with students.

Behavior: Any word or action whether explicit or symbolic an individual makes during their interaction with others.

Private School: Any non-governmental institution whose primary mission is to provide education for different educational stages, starting from kindergarten until the end of high school (Secondary school).

Education Quality: Working in a proper and elaborate manner in accordance with a set of educational standards to achieve educational goals.

I. Goals of the Code of Ethics:

1. Recognize the basic principles that a school community should

2. Identify responsibilities and duties of owners, staff members and service beneficiaries.

II. Importance of Code of Ethics:

1. Promoting the principles of the State of Qatar, and emphasizing respect for the Islamic religion and proper educational .

2. Promoting the national identity and Qatari heritage among all members of the educational system.

3. Promoting positive behavior among the target group of this charter.

4. Promoting the spirit of responsibility and accountability for adhering to the ethical and professional principles associated with the educational process.

5. Promoting ethics and controlling behavior in the educational facility.

6. Emphasizing the importance of respecting ethics and educational mission.

7. Spreading awareness amongst educators on their profession and role in building new generations.

8. Promoting relations and bonds among all stakeholders in education.

III.   Target Groups:

The Code of ethics targets all stakeholders in the educational process as follows:

Students	Owners
Parents	School Principals
Councils	Education Professionals

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IV.   Principles of the Codes of Ethics:

The Code of Ethics for private schools and kindergartens in the State of Qatar is based on a number of fundamental principles, as follows:

Principle	Definition
National Identity	The characteristics and features of any society, derived from religion, history and culture, they promote sense of belonging and patriotism among members of society.
Discipline	A set of behavioral rules for maintaining order in schools, according to the laws of the State of Qatar.
Professional Integration	The contribution of everyone to benefit and serve the interest of the school community and support the school's mission and objectives, and avoid conflict of interest and respect others autonomy.
Honesty and Sincerity	Education professional need to love their work and create a conducive and safe environment at work for everyone and enhance accountability.
Transparency	Provide needed information to the relevant parties without bias for the good of public interest and appropriate decision making.
Equity	Treat everyone fairly and equally, without discrimination based on gender, religion, race, position, social or financial status.

Article 1: Ethical responsibility of owners towards the Ministry and the School:

1. Complying with the laws, regulations and instructions issued by the Ministry of Education and Higher Education.

2. Applying laws and regulations that guarantee the rights of employees.

3. Providing qualified educational staff to ensure excellent educational services for the students.

4. Ensuring an integrated educational service that balances

between the financial revenue and the quality of educational services provided.

5. Meet all requirements and services to be provided, as per the agreement concluded between the school administration and the parents.

Article 2: Ethical Responsibility of School Principals towards their Profession

1. Complying with the laws, regulations and instructions issued by the Ministry of Education and Higher Education.

2. Providing educational services as per the agreement concluded between the parents and the school.

3. Performing their duties in the best manner, taking into account religious values, customs, traditions and professional ethics.

4. Verifying the compatibility of all activities and learning resources (main and supportive), with religious values, customs and traditions of the community.

5. Adhering to approved syllabus, educational plans, and the policy on teaching the three compulsory subjects.

6. Taking all necessary measures to ensure the safety of students and educational staff.

7. Implementing accreditation and wholistic quality standards on administration and various educational practices to ensure high quality outputs.

8. Inculcating values and principles amongst students as compatible with the values and customs of the country, and respect national figures and all that the state supports in the school community.

9. Running the school democratically where everyone participates in decision and contribute with suggestions and recommendations to overcome educational challenges.

10. Avoiding personal relationships aiming at personal benefits.

11. Providing healthy and safe learning environment based on trust, mutual respect and cooperation.

12. Maintaining confidentiality of information on students and staff members, and use such information only for professional purposes, in compliance with educational policies and administrative controls.

13. Observing credibility and transparency in presenting facts, data and statistics on students and educational staff.

14. Never accept any gift that may influence their decision.

15. Avoiding unprofessional practices that might derail the educational process.

16. Adherence to the appropriate and descent general appearance observed in the country.

17. Maintaining a healthy school community by providing all necessary health and preventive services.

Article 3: Ethical responsibility of School Principal towards school staff

1. Meet the needs of the educational staff in terms of professional development, a stimulating work environment, and various services.

2. Respect the educational staff's point of view on various educational issues and never ignore or underestimate them, and accept constructive criticism aimed at developing the educational process.

3. Take into account the social, health and psychological conditions of the educational staff and try to cooperate with them to solve their problems in all possible ways.

4. Deal with everyone with respect, appreciation and love without discrimination or favoring a particular group or individuals.

5. Establish a system of financial and moral incentives to encourage members of the educational staff and invest in their capacities.

6. Spread a culture of quality education.

7. Implement a system of guidance, evaluation and accountability before initiating penal decisions.

8. Commitment to the stipulated standards when hiring or terminating contracts without personal judgement.

Article 4: Ethical responsibility of school principle towards Students.

1. Inculcate authentic Islamic values and tolerance to create a faithful and conscious generation.

2. Enhance constructive practices amongst students through activities and visits.

3. Integrate students into society through motivating voluntary work and social work to promote their skills and spirit of responsibility.

4. Provide appropriate and adequate educational services for everyone equally.

5. Spread awareness among students on the importance of social communication and expressing oneself positively.

6. Provide effective supervisory tools to guarantee the safety and wellbeing of students.

Article 5: Ethical responsibility of School staff towards their profession

1. Promoting Islamic values and positive societal customs and traditions.

2. Involve community members in the educational process through their participation in the school's activities.

3. Involve students and parents in making decisions and make room for dialogue and discussion.

4. Cooperation with various community institutions in order to build high quality educational outputs that meet the needs of the labor market.

Code of Ethics for the educational staff members:

Article 6: Ethical responsibility of School staff in relation their profession

1. Serve the goals and objectives of the school and achieve public interest.

2. Perform their job duties and all other tasks assigned to them with honesty, integrity, accuracy and professionalism.

3. Ensure familiarity with the laws and regulations and applying them without any abuse, violation or negligence.

3. Cooperate with fellow coworkers in a spirit of teamwork and taking the initiative to
support them with opinions professionally and objectively.

4. Support fellow coworkers whenever possible, to overcome any problem they face at work to improve work performance.

5. Refrain from any
4. Dedicate the official working hours to the tasks and duties of their job and avoid any
activity that is not related to their official duties.

5. Constantly strive to improve their performance, develop their professional capabilities and be up to date with any developments in the field.

6. Submit proposals to improve work methods and help provide a safe and healthy work environment.

7. Avoid any behavior, practices or actions that violate the proper Islamic morals and behavior.

8. Avoid any sensitive political, religious or social issues that may cause chaos or confusion.

9. Respect the rights and interests of others without exception and dealing with them without discrimination based on race, gender, religious or political beliefs, social status, age, health and physical status, or any other form of discrimination.

10. Comply with public decency and appropriate appearance followed in the country.

Article 7: Ethical responsibility of School staff towards their superiors

1. Adhere to the directions and orders of their superiors according to the administrative hierarchy.

2. Treat their superiors with respect.

3. Never insult their superiors or institution or defame them directly or indirectly in media or anywhere else.

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4. Share any challenges at work with their superiors.

Article 8: Ethical responsibility of School staff towards their colleagues

1. Deal with their coworkers with respect, tact and honesty and maintain cordial relations without discrimination.

2. Respect other coworkers' privacy and never exploit their personal information with the intent of offending.

6. immoral behavior, practices or actions that violate public morals and proper Islamic behavior.

Article 9: Ethical responsibility of School staff towards students

1. Respect students and appreciate them without any discrimination.

2. Never use personal information or secrets of students to pressure or defame them.

3. Never have any individual relationship of students based on personal interest

4. Contribute to the establishment of security and tranquility within the school.

5. Never accept gifts that may influence their attitude towards students.

6. Refrain from any form of abuse by using obscene words or any physical assault.

7. Ensure that students are protected from any factors that may expose them to deviant behavior.

Article 13: Ethical responsibility of School staff towards society

1. Promote Islamic values and positive societal customs and traditions.

2. Participate in various constructive community activities.

3. Deal with societal variables in his field of specialization.

4. Cooperate with students in supporting internal and external community activities.

Code of Ethics for teachers

Article 11 : Ethical responsibility of teachers towards their profession

1. Be proud of their profession and preserving its honour.

2. Provide a positive example in the performance of his work inside and outside the school.

3. Keep abreast of changes and updates in the educational process.

4. Maintain the confidentiality of work-related issues.

5. Never use their position for any personal or financial gains.

6. Effective contribution towards self-development and creativity.

7. Comply with public decency and appropriate appearance followed in the country.

8. Commit to ideas and behaviors that comply and strengthen the values and traditions of society.

Article 12 : Ethical responsibility of teachers towards students

1. Respect students without any discrimination.

2. Follow a consistent principle in dealing with all students.

3. Prepare students to become leaders and productive in their society.

4. Promote mutual respect between them and the students.

5. Build a close relationship between them and their students, accept their inquiries with open arms, allow dialogue and discussion, and express their opinion carefully and politely.

6. Consider individual differences and provide care and support for students' needs.

7. Refrain from any form of abuse by using obscene words or any physical assault.

8. Provide a suitable learning environment with attractive teaching methods

Article 13 : Ethical responsibility of teachers towards school community

1. Comply with all laws and regulations.

2. Show fairness and objectivity in dealing with the administration and other coworkers.

3. Respect other coworkers and maintain friendly relationships with them.

4. Support other coworkers in knowledge and in work.

5. Carry out duties with sincerity and dedication to support the mission and vision of the school.

6. Advocate and preserve teachers rights.

7. Contribute in promoting the educational process and school.

8. Never neglect anything that may harm school or teacher's profession.

Article 14 : Ethical responsibility of teachers towards parents

1. Provide authentic information about students and their academic progress.

2. Integrate the teacher's role with the parents' role in developing up students' characters.

3. Preserve parents' privacy and confidentiality of information.

4. Cooperate with parents to promote students' academic progress.

5. Maintain honesty, transparency and respect in dealing with parents.

Article 15 : Ethical responsibility of teachers towards society

1. Contribute to the development and progress of society.

2. Show dedication to serving the country.

3. Link the educational material to the community's interests, aspirations and values.

4. Preserve the school's status and its effective role in society.

Code of ethics for students:

Article 16: Ethical responsibilities of students towards school

1. Adhere to positive behaviors and deal with everyone in a kind and respectful manner.

2. Comply with school's rules and regulations

3. Interact positively with other classmates during school time.

4. Preserve school property and facilities

Code of ethics for parents:

Article 17: Ethical responsibilities of parents towards school

1. Spread awareness amongst their children on the importance of education and respect those in charge of the educational process.

2. Show positive manner and behavior and deal respectfully with other school staff.

3. Wear a decent and appropriate outfit while visiting the school.

4. Never abuse your position or your social status to influence school's decisions.

Code of ethics for board of trustees/administration

Article 18: Ethical responsibilities of boards (Trustees / administration) :

1. Support the school to achieve its goals and objectives.

2. Actively participate in council meetings on a regular basis.

3. Find suitable and effective solutions to the difficulties that face the school and parents.

4. Supervise the academic performance of the school and suggest ways to develop it.

5. Preserve confidentiality and privacy of school members.