1. Introduction

The school fully recognises the contribution it makes to Child protection. UAE Federal Law No.3 of 2016 concerning children's rights, also known as Wadeema's Law, Protects children against all forms of negligence, exploitation. Physical and psychological abuses. All staff are committed to safeguarding and promoting the welfare of children, thereby protecting them from such abuses. This policy exists to protect children. Of all ages from the 4 main kinds of abuse.

RSAD Guarantee adherence to a zero-tolerance approach to student maltreatment and ensure that any visitor or member of the school community who has any maltreatment concerns about a student is aware and able to easily follow the processes set out in the

1.1   What is abuse?

Abuse: a form of maltreatment of a child by inflicting harm or by failing to prevent it. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse: May involve hitting, shaking, throwing, poisoning, burning or scalding, drowing, suffocating or otherwise causing physical harm to a child. Fictitious illness by proxy may also be considered abuse.

Emotional Abuse: Is the persistent emotional ill-treatment of a childs such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless, or unloved, inadequate, or valued only as they meet the needs being imposed upon them. It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse: Involves forcing or entering a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non- penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production or pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect: Is the persistent failure to meet the child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve the parent or carer failing to provide adequate food, shelter or clothing, failing to protect the child from physical harm or danger, or in the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.2   NSPCC Signs of abuse

<u>All Ages</u>

• Talks of being left home alone or with strangers.
• Poor bond or relationship with a parent, also known as attachment.
• Acts out excessive violence with other children.

• Lacks social skills and has few if any friends.
• Regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
• Showing an inexplicable fear of particular places or making excuses to avoid particular people
• Knowledge of 'adult issues' for example alcohol, drugs and/or sexual behaviour which is inappropriate for their age or stage of development
• Angry outbursts or behaving aggressively towards other children, adults, animals or toys
• Becoming withdrawn or appearing anxious, clingy or depressed
• Self-harming or thoughts about suicide
• Changes in eating habits or developing eating disorders
• Regularly experiencing nightmares or sleep problems
• Regularly wetting the bed or soiling their clothes
• In older children, risky behaviour such as substance misuse or criminal activity
• Running away or regularly going missing from home or care
• Not receiving adequate medical attention after injuries.

Under 5s

• Doesn't cry or respond to parent's presence or absence from an early age
• Reaches developmental milestones late, such as learning to speak, with no medical reason
• Significantly underweight but eats well when given food.

5 – 11 Year-olds

• Becomes secretive and reluctant to share information.
• Reluctant to go home after school.
• Unable to bring friends home or reluctant for professionals to visit the family home.
• Poor school attendance and punctuality, or late being picked up.
• Parents show little interest in child's performance and behaviour at school.
• Parents are dismissive and non-responsive to professional concerns.
• Is reluctant to get changed for sports etc.
• Wets or soils the bed

11-16 year-olds

• Drinks alcohol regularly from an early age.
• Is concerned for younger siblings without explaining why.
• Becomes secretive and reluctant to share information.
• Talks of running away.
• Shows challenging/disruptive behaviour at school.
• Is reluctant to get changed for sports etc.

All staff should consider whether children are at risk of abuse or exploitation outside their families. Extra-familial harms include teenage relationship abuse, criminal exploitation, serious youth violence, county lines, and radicalization.

1.3   **E-Safety**

The school is committed to raising awareness of the need for E-Safety in a technologically advancing world. The practice and education within the school aims to inform children, staff and parents of the need for safety in regards to content, contact and conduct when accessing the internet, social media or other forms of e-communication.

The school regularly reviews the effectiveness of its filtering and monitoring IT systems to reasonably limit children's exposure to the online four areas of risk (content, contact, conduct, and commerce)

1.4   **Additional Policy Documents**

Additionally, further policies contribute to the total care or children:
Anti Bullying Policy,
Behaviour Policy,
E – Safety Policy, Social Media, Volunteer Helpers in School Policy and various
Health / Medical related policies.

2.0   **The 3 main elements to the Safeguarding Policy**

- Prevention through the teaching and pastoral support offered to children. The promotion of appositive, supportive and secure environment which encourages self-esteem and values all individuals.
- Procedures for identifying and reporting cases, or suspected cases, of abuse. To promote observance and a sense of responsibility, to report all concerns regarding a pupil's safety or welfare to the designated person for child protection, or in the absence of this person to one of the designated persons detailed on the front of this document.
- Support for children and staff who may have been abused.

Our policy also applies to all staff and volunteers working in the school, and governors.

2.1   **Prevention**
The school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.
The school will therefore:
• The school will run an annual SG orientation session for parents in the first month of a new academic year.
The school has Message Boxes for children to post their written concerns and things they with to disclose to the Safeguarding team, located outside the canteen and Special Education room room. DSL and Safeguarding team have access to open the box and respond to these concerns.
As part of the Psychological class sessions the staff will discuss whole group PSHE topics and support students.
• The school runs a Child Protection rights program to make children aware of their rights and how to report something that makes them frightened, sore or unhappy.
• Ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty.
• The school runs an annual survey of parents and of children to gauge awareness of SG policy, and satisfaction with it.
• The school shares policy with all parents, staff members and has all information on Safeguarding notice boards in the staffroom and school's reception.
• All staff are trained on school's safeguarding procedures before they start working with children.
• The school's Behaviour Policy emphasizes the need to support children.

• As per the Social Media Policy, children should only be referred to by their first name.

2.2   Procedures

We will follow, as closely as possible, sound Safeguarding procedures as used in the UK, but taking into account local procedures and any support agencies which are available and deemed appropriate by the school.

The School will ensure it has senior members of staff who are nominated as Safeguarding persons for each section of the school, who have undertaken appropriate training. The school will acknowledge the level of support and training required by the post holders.

2.3   Support

The school will support the child, parents, teacher and any other party involved with a safeguarding concern. The school will debrief all parties involved and this will be recorded on the safeguarding referral form.

2.4   Security and evacuations procedures

The school is equipped with and regularly monitors the CCTV cameras and their feedback. There are appointed security guards from Securiguard. Gender equal guards are placed in vantage points at entry and exits throughout school. There are procedures in place to ensure that all visitors, adults and students arrive and leave school premises safely.

The Health & Safety team comprises a gender safe team of male and female cleaners and facility staff who maintain school cleanliness and safety of the building with routine checks.

In the event of an evacuation of a student or staff member with a disability the school has an appointed Evac Chair team who are trained and skilled in 'sweeping' their designated area and evacuating a victim in the evac chair if needed.

The school requests students to hand in mobile phones at the main entrance where they are stored in a safe location to prevent student misuse during school hours.

3.0   Role of Child Protection Coordinator (CPC)

The CPC and team members (CPU) are highly trained and must hold a minimum of Level 3 Safeguarding certification.

All staff receive Student Protection training at the start of the year and mid year by the CPC.

a. Ensure that all staff know:

• The names of the designated Child Protection persons,

• That they have an individual responsibility for reporting child protection concerns,

• The procedures identified within the school Student Protection policy.

b. Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.

c. Ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its pastoral role in the school prospectus.

d. Provide Student Protection training for all staff members and support agencies within the school.

e. Have effective links with relevant local agencies and persons and co-operate as required with their enquiries regarding child protection matters.

f. Keep written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter or take it further. Where there is cause to take the matter further Student Protection Officers must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns.

g. Ensure that all records are kept in secure locked locations in the respective sections of the school. Update these records as and when new information or incidents occur. Ensure that respective teachers across the school are aware of any children of concern.

h. Adhere to the procedures set out by the Head Teachers when an allegation is made against a member of staff. This includes disciplinary committee actions, confidentiality of investigations and outcomes.

i. Ensure that Head Teachers in the respective areas of the school are aware of and are conducting the appropriate checks on all new members of staff and on-site personnel.

j. Ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assisting staff to monitor their own standards and practice.

k. Monitor child protection awareness in the school and ensure that due diligence is given to Student protection issues.

l. Student protection officers across the school discuss matters within the school.

The CPU will meet regularly with the Headteachers. Any new cases added to the register will immediately be shared with the CPC and Headteacher on the other campus if there is a sibling.

m. Liaise/guide and support staff within their respective areas of the school to ensure that students have the correct information with regards to Child Protection and are aware of the many adults that are ready to provide support and advice when it is needed.

n. Ensure that designated notice boards around the school display names and telephone numbers of Student Protection and Safeguarding Officers and related persons who can be contacted in an emergency or if a child or member of staff feel the need to raise a concern or seek help.

4.0 **Reporting a Safety concern – Flow Chart**

Once a concern of student maltreatment (incl. severe bullying) is raised in an educational institution, this should be reported directly to the CPC, or any other person representing him/her (all staff in the educational institution should be trained on identifying maltreatment – in line with the operational definitions of the different types of maltreatment included in this document).

Emergency concerns, where the student is in imminent danger, should be reported immediately to the Police and the Principal.

As a school, in accordance with UAE Child Protection Law, we are obliged to report a safeguarding concern. A case should only be reported by The Principal, The Head Vice Principal or the Designated Safeguarding lead.

The case will be reported to the Child Protection Centre (CPC) 800 988.

Staff can report a safeguarding concern/disclosure by logging the incident on the Reporting CP & Sg form.

Disclosure/Reporting Flow chart:

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┌─────────────────────────────────────────┐
│      Disclosure or Observation by staff  │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│  Referred to the DSL on the same day as  │
│               the incident               │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│  Investigation, Action & Reporting by    │
│            DSL on same day               │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│          YES–Further Action–NO           │
└─────────────────────────────────────────┘
          │                        │
          ▼                        ▼
┌───────────────────┐    ┌───────────────────────┐
│ Report to ADEK &   │    │   ½ Term confidential │
│ MOI-               │    └───────────────────────┘
└───────────────────┘              │
                                   ▼
                        ┌───────────────────────┐
                        │  CP team meet weekly to │
                        └───────────────────────┘
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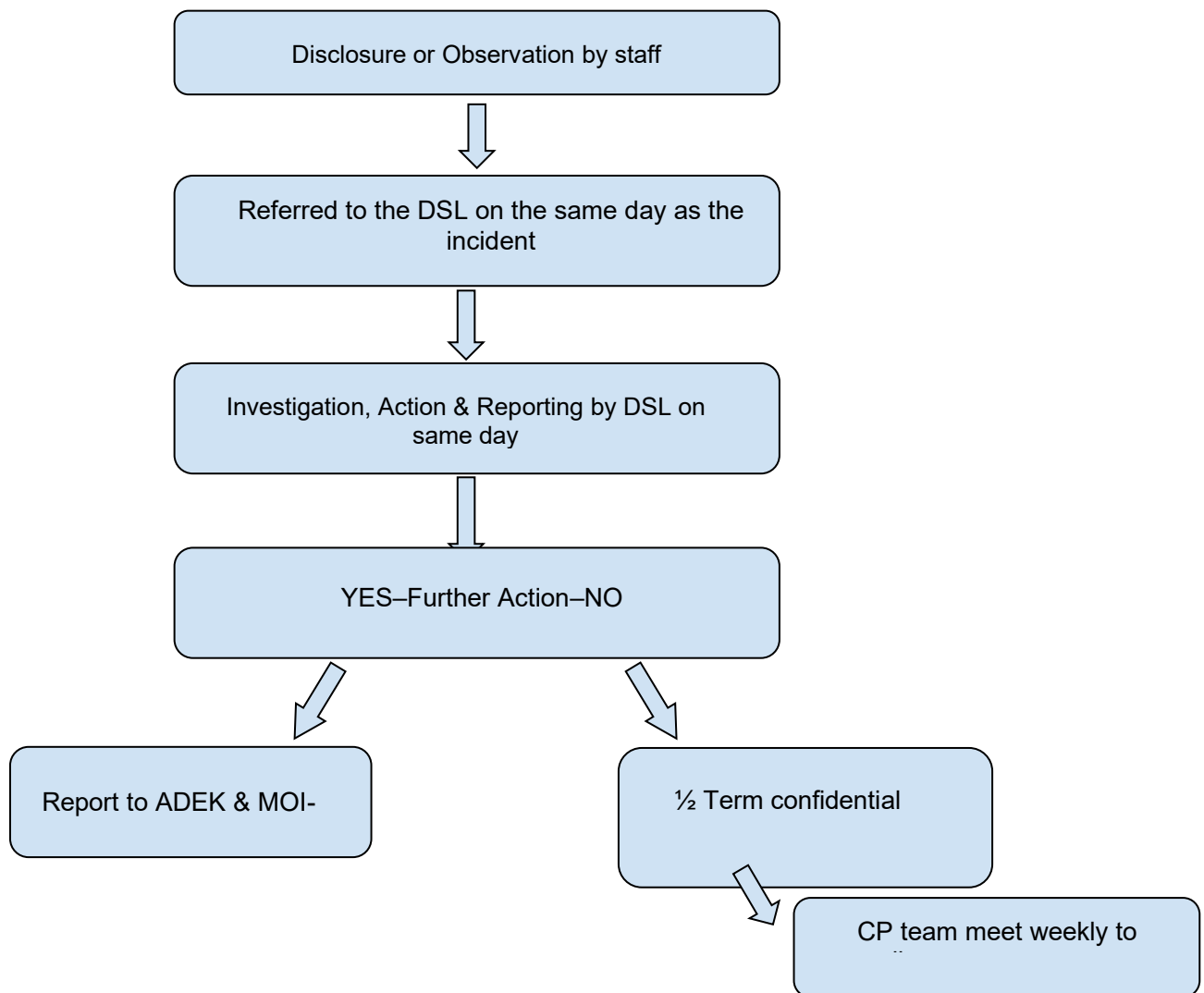
For maltreatment concerns which occurred outside of the supervision of the institution, the CPC, or any other person representing him/her if the CPC is not present, should then fill the Safety Concern Form online on the digital safety concern portal.

The Safety Concern Form will automatically be shared with the ADEK CPU, the FCA and the MoI CPC. FCA will review the case and follow the required procedures for case management. Maltreatment concerns which occurred under supervision of the educational institution, the staff should inform the CPC or any other person representing him/her if the CPC is not present. The CPC should then complete the Safety Concern Form on the digital safety concern portal. Once submitted, a copy of the Safety Concern Form will then be automatically shared with the FCA, the ADEK CPU and the MoI CPC. The ADEK CPU will review the information first before referring to the FCA for case management, who will take the necessary procedures for follow-up on the cases after receiving the report.

5.0   Allegations involving school staff

Allegations against staff, volunteers or the Designated Person should be reported to the Principal or Vice Principal.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the DSL/Principal/Headteacher. A record of the concerns must be made, including a note of any witness to the incident or allegation.

In the event of an allegation against the Principal/Headteacher, this should be reported to the ADEK Regulatory Affairs Coordinator who will contact the appropriate school representative.

If the member of staff is deemed unsuitable after an internal investigation, then the school reports it to ADEK PSQA (The Private Schools and Quality Assurance Sector) immediately and ADEK approval will be taken away and all necessary actions to end the staff member's ability to work in the UAE will be taken by ADEK and relevant local authorities.

The school undertakes to report to ADEK and any relevant local authorities within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

6.0   Guidelines for Staff

This guidance is issued within this policy for the protection of both staff and children. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Staff must NOT use the same bathrooms as students and visa versa.
- Staff must not be alone when assisting children to change their clothes
- Staff should always try to have 1 additional person with them if they are alone in a classroom with a child.

6.1   Keeping yourself safe

• Do not let suspicion; disclosure or allegations of abuse go unreported or unrecorded.
• Do provide access for children to talk to you about any concerns they may have.
• Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
• If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.

• Recognize that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse.
• On residential trips, children and staff must have separate sleeping accommodation.
• Avoid situations that compromise your relationship with children and are unacceptable within a relationship of trust.
• Take pictures of pupil from school camera/iPad for school purposes only. If you do use your personal phone to take pictures/ vidoes, please delete them and never post pictures of students online.
• During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
• Staff is advised to avoid transporting a single child in a vehicle except in case of an emergency.
• Remember that someone else may misinterpret your actions, no matter how well intentioned.
• Do not have inappropriate physical or verbal contact with children. Avoid suggestive remarks or gestures, even in fun.
• Do not jump to conclusions about others without checking the facts.
• Do not rely on your good name to protect you.
• Do not believe "it could never happen to me".

This is in compliance with:

• Local requirements (ADEK, HAAD)
• UAE Federal Law NO. 3 of 2016 on Child Rights
• UAE Federal Law No. 3 of 1987 on Penal Code
• The DFES Guidance Safeguarding Children and Safer Recruitment in Education (UK)
• Keeping Children Safe in Education 2022

6.2 Disclosure

All staff will have seen, have access to and must familiarize themselves with the Safeguarding Policy and Staff Handbook;

• Allegations and disclosures,
• How to respond and talk to a person at risk,
• Recording allegations, disclosures or concerns – all verbal conversations should be promptly recorded in writing on Safeguarding Referral Forms, which are on – line or held with the named DSL on the front of this policy.
• All Safeguarding Referral Forms must be given promptly to the DSL named on the front of this policy.
• Information on the four types of abuse: Namely Physical, Emotional, Sexual and Neglect and how to recognise them.
• Information on whistleblowing and barriers preventing children and staff from reporting suspected abuse.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognize their experiences as harmful (from KCSE (Keeping Children Safe in Education) 2022).

7.0 Physical Contact

Appropriate touches include:
• Providing comfort for a distressed pupil

• When a pupil is being congratulated or praised (on shoulder)
• Demonstrating how to use a musical instrument/ hold a pencil correctly
• Demonstrating exercises or techniques during PE
• To give first aid
• Toilet accidents

Important Reminders

• Never assume that a child will accept a touch as a friendly gesture.
• Children come from diverse backgrounds and cultures with different sensitivities to touch and physical space.
• Inappropriate physical contact is never permitted.
It is not recommended to initiate physical contact and members of staff should use professional judgment and may be held accountable for their actions.
Good practice is to always inform the line manager following close contact with a student.

7.1   Early Years/Young Children

First School Experiences can be very upsetting for some children. Occasionally children may feel like they want to go home. They may try to leave the classroom. The main aim of the teachers is to:
• protect the children from harm
• provide comfort (if the child is happy with this).

Lost Child Procedure

To minimize the possibility of a child getting lost, all staff need to be vigilant in maintaining a check on the number of children in their care.
This means that in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place.
Once a student has been identified as missing, all available staff will be designated one of the following actions:

• Lead staff member (SLT) to stay in reception and share the photo and class of the student with all staff by email at …………………………………..or
…………………………………
o They will also contact Marina/security, so they are aware.
o They will check student does not exit through the main reception area and has not already been signed out early.
• Two members of staff will exit the school premises. One will turn left, and one will turn right and complete a sweep of the external area of the school.
• One member of staff will check CCTV to inspect the main exit points the child could have taken.
• One member of staff will complete an outside sweep of the school building within the school grounds (outside play area).
• One member of staff will check the sports halls.
• One member of staff will check the classrooms/dining area and toilets.
This process continues until the student has been found. If they have not been located after 15 minutes, parents are contacted by the Principal or Vice Principal..

Missing student from the bus

• No bus leaves the campus. All buses are checked to make sure the correct students are on the bus.
• Bus guardians are called for the buses that are left to make sure the student is not on there.
• Reception is checked to see if the student has been collected early.
• Class teacher or last teacher of the day is contacted to see if an adult picked up the student.
• Staff complete a sweep of the campus as per the end-of-day missing child procedure.
• After 15 minutes, parents are called to see if the student has been collected.

8.0   **Late Collection**
        Childs family are called by front desk if the parent is more than 15 minutes late for collection.
        Late collections are recorded and on cases of consistent late collection a member of the Safeguarding team will call to investigate.

9.0   **Supporting the student at risk**
9.1   **The School recognises** that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant and they may be withdrawn.

9.2   **The School will endeavour to support the child through**:
        • The content of the curriculum to encourage self-esteem and self-motivation;
        • The school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued;
        • The school's Behaviour Policy emphasises the need to support children. All staff agree on a consistent approach which focuses on the behaviour of the offense committed by the child, but does not damage the pupil's sense of self-worth;
        • Liaison with other agencies who support the pupil such as the Medical profession;
        • Keeping records and notifying the Principal or Headteacher and any other relevant parties as soon as there is a recurrence of a concern.

9.3   **When a pupil with child protection concerns leaves the School, we will transfer information to the next school.**
If the school does not know where the pupil has moved to, we will contact the local education authority (ADEK) and inform our governors.

10.0   **Supporting SEND and children with additional vulnerabilities**
People of Determination and children with SEND can be more vulnerable to exploitation and abuse and should have enhanced access to support systems. They may be more isolated from their peers and may find it difficult to express concern. No concern should be overlooked or passed off as a symptom of SEND including (not an exhaustive list):
• Communication
• Toileting
• Understanding right and wrong
• Physical build
• Unusual or over-physical attachments to staff members and peers

Staff must be hyper-vigilant to the needs and concerns of these children who are among the most vulnerable.

Additional barriers can exist in identifying neglect and harm for some groups of children.

11.0   UAE Regulations and Support

11.1   Ministry of Interior (MoI)
In the event of an incident occurring, the school must report it directly to the Ministry of Interior (MoI) Child Protection Centre within 24 hours of suspicion .
• MOI- CPC Federal Toll free Hotline
• Hotline: 116111
• Email: childprotection@moi.gov.ae
• Online Referral: http://www.moi-cpc.ae/en/Report.Abuse.aspx
• Hemayati App

11.2   Social Support Centre
• 24-hour hotline: 8002626
If the child is in immediate danger (risk of serious harm), the police should be called on 999, followed by reporting to the Ministry of Interior- Child Protection Centre within one hour upon Discovery.
• Emergency: 999
• Social Support Centers: 8005354
• Training Department: 8003333

Only the Principal, Headteacher or the Designated Safeguard Lead should call the emergency services
11.3   ADEK
• Online: https://www.adec.ac.ae/en/pages/childabusereportingabu-dhabiedusector.aspx
• https://www.adek.abudhabi.ae/en/pages/childabusereportingabu-dhabiedusector.aspx