

Child Protection Policy

Policy statement

Liwa International School for Girls (LISG) is concerned about the welfare and safety of all its pupils and attempts to create an environment in which pupils feel secure and valued and in which they are listened to and taken seriously.

Aims

We aim to safeguard and promote the welfare of children at the school in compliance with national school requirements as specified by ADEK and HAAD as well as in line with UAE Law.

As recommended, the policy recognizes the need for a designated practitioner to take lead responsibility for safeguarding pupils within the whole school setting and liaising with local agencies as appropriate.

Roles and responsibilities

The Designated Person for Child Protection for the school is **Naaz Ahmed – Vice Principal**. If she is unavailable, then the following person should be contacted: **Principal – Rachael Giles**

Practice and Procedure

Guiding Principles

- All staff should be alert to the signs of abuse and neglect and know to whom they should report concern or suspicions.
- A Designated Person with knowledge and skills in recognising and acting upon child protection concerns is the first point of contact for staff and parents where a concern is identified.
- Staff with designated responsibility for child protection should receive appropriate training.
- There is an effective whole school policy against bullying.
- We operate safe recruitment procedures (including Police clearances and local security checks). The school will ensure that any full, part-time, supply, peripatetic or volunteer staff are security checked prior to employment/engagement. This is a whole school requirement and should include all ancillary staff as well as academic teaching staff.
- Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.
- The Board of Governors will undertake an annual review of the School's Child Protection policies and procedures and the efficiency with which they have been discharged. The Designated Person will provide an annual report to the Board of Management to assist them with this task.

Teaching and Learning

There is a Designated Person whose main tasks are to:

- Ensure that the Principal is kept fully informed of any concerns.
- Ensure that all staff are aware of these procedures.
- Ensure that the safeguarding procedures are followed in the school.
- Ensure that appropriate training and support is provided to all staff.
- Undertake an investigation if a concern is raised, whether this is an allegation against a parent, member of staff or another pupil (or group of pupils)
- Decide whether to take further action about specific concerns.
- Ensure that accurate records are maintained on individual cases and these are kept in a secure place and marked “strictly confidential”.
- Provide guidance to parents and staff about obtaining support.

Specifically:

- Any member of staff concerned about a pupil must inform the Designated Person immediately. He/she will inform the Principal and the relevant persons if needed.
- The member of staff must record factual information regarding their concerns on the same day. The record must be a clear, concise and factual account of the observations.
- The Designated Person, in consultation with the Principal, will decide whether the concerns should be referred to an outside agency.

Child Protection Training

- All Teaching Staff including Instrumental teachers, Learning Support Staff, Bus Monitors, and Bus Drivers have received annual training on the signs and symptoms of abuse and the procedures within LISG.
- The Designated Person for Child Protection has attended Child Protection Training through ADEC.
- The Board of Management have received training on the signs and symptoms of abuse and the procedures within LISG.
- Volunteer staff and parents who have frequent contact with pupils will also be given the Child Protection training.

Recognising Child Abuse – When to be concerned

It is important that all members of staff including visiting staff both paid and unpaid should be aware and alert to possible outward signs of abuse or neglect (see Appendix 1). These signs may include one or more of the following:

- An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given.
- Frequent injuries even when apparently reasonable explanations are given.
- Sudden changes in behavior, performance or attitude.
- Anxiety or low self-esteem.
- Knowledge of sexual matters beyond what would normally be expected, or sexual behavior that is unusually explicit or inappropriate to the pupil’s age.
- Disclosure of an experience in which the pupil may have been significantly harmed.

Dealing with a disclosure

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the pupil, but do not make promises which it might be impossible to keep.
- Do not promise confidentiality, as it might be necessary to refer the case to the Ministry of Interior Child Protection Centre and ADEC.
- Reassure the pupil that what has happened is not their fault and stress that it was right to talk.
- Listen rather than ask direct questions; asking minimal open rather than leading questions.
- Explain what has to be done next and who has to be told.

Assessment and Record Keeping

- Make notes as soon as possible after the conversation on the concerns form (Appendix 2)
- Do not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behavior **and the words used by the pupil.**
- Record on a body map (Appendix 3) the site of any injury – do NOT take photos.
- Record statements and observations, not interpretations or assumptions.
- All information relating to Child Protection is maintained within a confidential file and is stored securely either in a locked cabinet or through a password protected data file.

UAE Regulations and Support

The UAE does not currently have an equivalent to social care within the UK. Article 5 of the ADEC Student Protection Regulations and Policies states that in the event of an incident occurring, the school must report it to ADEC – PSQA (Licensing and Accreditation Division), verbally as soon as possible after it has occurred and in writing within 24 hours. (see contact number on page 6)

Depending on the severity of the case, the school may then need to report it to the Ministry of Interior - Child Protection Centre.

There is a Family Protection Centre opened by HH Sheikha Fatima Bint Mubarak which provides advice and counselling, medical and psychological checks as well as follow up. It also provides accommodation and support homes for abused women and children (up till 14 yrs. of age).

Allegations Involving School Staff

Allegations against staff, volunteers or the Designated Person should be reported to the Principal. The Designated Person should be contacted in each instance (unless she is the object of the allegation). The relevant SLT should also be informed also.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Designated Person, who in turn will inform the Principal. A concern form (Appendix 2) must be completed by the reporting person, including a note of any witness to the incident or allegation.

If the member of staff is deemed unsuitable after an internal investigation, then the school reports it to ADEC PSQA immediately and ADEC approval will be taken away and all necessary actions to end the staff member's ability to work in the UAE will be taken.

Guidelines for Staff

This guidance is issued within this policy for the protection of both staff and pupils. 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.

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for pupils 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, pupils and staff must have separate sleeping accommodation.
- Avoid situations that compromise your relationship with pupils and are unacceptable within a relationship of trust.
- 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 are advised to avoid transporting a single pupil 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 pupils. 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”.**

School Contact Telephone Numbers

Designated Child Protection Officer – **Naaz Ahmed – Vice Principal** : 03 7800444 (ext 221)

Principal – Rachael Giles: 03 7800444 (ext 202)

Contact Details for Outside Involvement:

ADEC Regional office colleagues:	02 690 3219 (Mrs. Mariam Al Neyadi)
Abu Dhabi Community Police:	02 449 0008
MOI Child Protection Centre:	02 333 3999
Child Helpline:	800 700
Dubai Foundation for Women and Children:	800 111

Monitoring and review

Policy to be reviewed and checked annually by the Senior Leadership Team.

Approved by:

Child Protection Officer:



Principal on behalf of the school:



Appendix 1 - Definitions of Abuse and Neglect

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child in their care.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to a child that they are unloved, worthless, inadequate, or valued only insofar as they meet the needs of another person. It may feature expectations, which are age or developmentally inappropriate, being imposed on a child. It may involve a child frequently feeling frightened or in danger, or the exploitation or corruption of a child or children.

Sexual Abuse involves forcing or enticing a child or young person 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 (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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

The NSPCC lists some of the signs and behaviors which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behavior, aggressive behavior, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behavior
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy



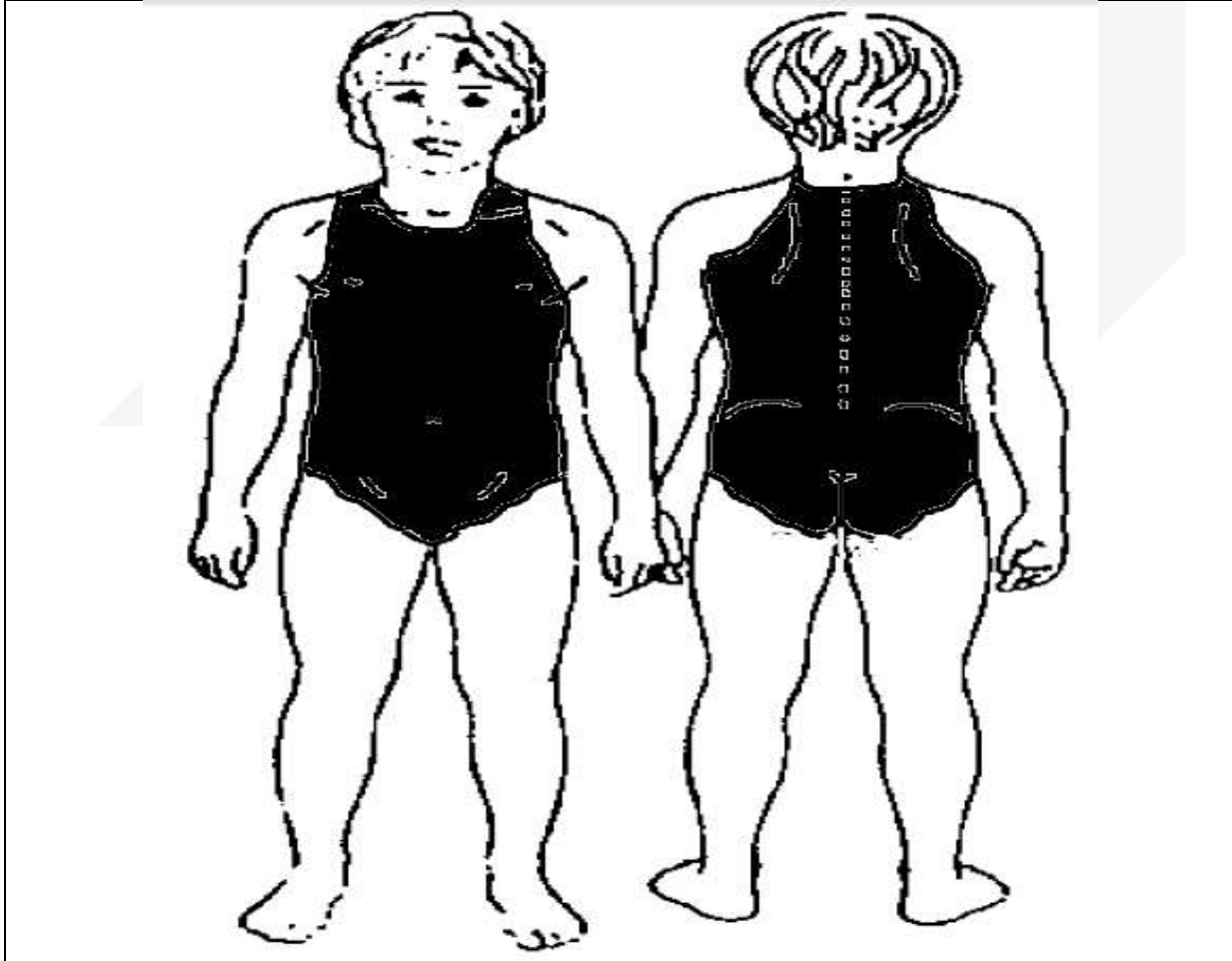
Appendix 2 – Concerns form
Concern Form and Tracking Sheets

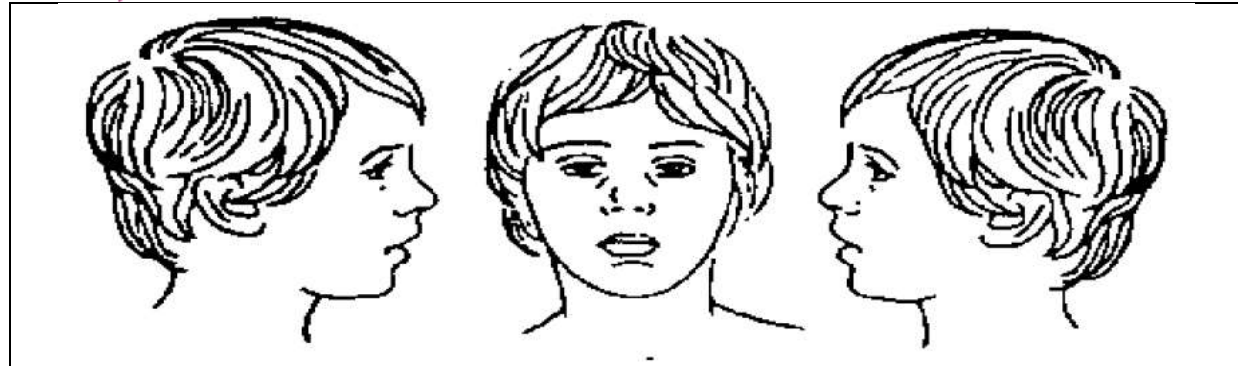
Name of child:		Class:	
Reported by: (Name & Signature)			
Witness:			
Date:	Time:	Location:	
(of observed behaviour / Discussion / Disclosure)			
Concern/Incident: (to be completed by reporting adult) Note: Please do not interpret what is seen or heard; simply record the facts.			
Skin Map: Note: Any signs of physical injury should be described in detail. Where injuries have been observed, mark on Skin Map recording the location, size and colour.			
Injuries observed - please tick:		Yes	No
Name of witness to injuries:			
Date injuries seen:			



Appendix 3 – Body map

Skin Map





Signed (reporting adult):

Date:

Handed to:

For: Designated Child Protection Officer use

Date:

Time:

Name:

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate		
Monitoring sheet		
Contact parents Please tick: Telephone call Meeting		

Refer to?		
Other (Please specify)		

Appendix 4 - Lost Child Procedure

In order 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. The practice will ensure that if a child should go missing, the loss is quickly discovered.

In the event of a missing child, the loss should be immediately reported to the Principal/Head of School or a senior member of staff who will then direct the course of action.

This will include any or all of the following:

1. Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining children.
2. Question children.
3. Conduct thorough search of the buildings and outdoor area.
4. If the child has not been found within 15 minutes, parents should be contacted and possibly also the police.
5. Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.

Appendix 5 - Late Collection Procedure

If a child is not collected at the end of the school day, the child remains the responsibility of the class teacher or assistant until alternative arrangements have been made.

Each instance is different and staff need to act on initiative but the following procedure is likely to be “best practice”.

1. Allow a 15-minute lee way for normal delay or lateness.
2. After 15 minutes take child(ren) to the designated waiting area where there is a staff member on duty
3. Call parents/collecting person

4. If a child still has not been collected and parents cannot be contacted after 30 minutes in the designated waiting area refer to emergency contacts
5. The child should not be left alone and should be reassured that the situation will be resolved.
6. Under no circumstances should a child be allowed to go with another parent without consent from the child's own parent or from the Principal.

Late Collection from After School Activities

Those in charge of after school activities have a responsibility to ensure that the pupils in their care are safely collected at the end of the session. In the event of a child not being collected, the "activity leader" will stay with the child for 15 minutes to allow for normal delay or lateness. After this time, the activity leader will either take the child(ren) to the designated waiting area or if the activity is off-site the teacher in charge must remain with the child and follow the late collection procedure from point 5 above. If repeated often, follow 'Attendance and Punctuality policy'.

Appendix 6 - Intimate Care for Children

Children do occasionally have accidents or injuries which necessitate some intimate care. It is important to give consideration to two factors when dealing with these situations.

- Respect the privacy of the child
- Be aware of the vulnerability of the member of staff assisting the child

The following procedure is designed to create a 'best fit', which takes both factors into account.

- The practitioner dealing with the incident should inform one of the other adults
- Leave doors slightly ajar, but closed enough to give as much privacy as possible
- Try to arrange for other children to use an alternative toilet if possible
- Wear disposable latex gloves
- If the child is old enough, ask him/her to remove soiled garments
- Use sealed wipes, or a disposable cloth with antibacterial soap, to wash the child, avoiding any intimate contact
- Use a towel to dry the child, again avoiding any intimate contact; the towel will need to be laundered after use
- Rinse off the soiled clothes then place them in a plastic bag ready to give to parent or carers at pick-up time

If the situation happens frequently with a particular child, it would be appropriate to discuss toilet training techniques with the parents or carers so that routines are the same at school and at home. It may be necessary to suggest that a child takes a few days out of school to re-establish regularity.