



## CHILD PROTECTION AND SAFEGUARDING POLICY

POLICY FOR	Child Protection and Safeguarding Policy
PERSON RESPONSIBLE	Designating Safeguarding Lead
REVIEW DATE	February 2022
REVIEWED BY	Assistant Principals and Head of School
APPROVED DATE	22-02-22
APPROVED BY	Senior Leadership Team
DATE OF NEXT REVIEW	22-02-23
RELATED POLICIES	GCO safeguarding policy, GCO safer recruitment policy, Rewards and Sanctions Policy, Acceptable Use of Digital Device Policy, Social Media Policy, Inclusion Policy, E-safety Policy,



Executive Principal / CEO .....

The Westminster School is concerned about the welfare and safety of all the stakeholders most especially the students. The school is duty bound to create a child friendly atmosphere in which students feel protected, safe and secure at all times. Thus, students can communicate their thoughts and feelings without hesitation.

Child Protection concerns will be dealt immediately with confidentiality following the procedures set thereof which are in line with the GEMS corporate policy on Safeguarding. GEMS Education is driven by a single purpose – to put a quality education within the reach of every student, maximising their endless potential for a richly fulfilling tomorrow. Records will be accurate, securely stored and filed individually. Information will be forwarded to a concerned person when it is in the best interests of the child following the protocol set by TWS Child Protection and Safeguarding Policy which stems from the GEMS corporate policy on Safeguarding.

## I. CHILD PROTECTION STATEMENT

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all the students. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of GEMS.

## II. RATIONALE

- To provide clear direction to staff of The Westminster School about expected codes of behaviour in dealing with Child Protection issues.
- To make explicit the school's commitment to the development of good practice and sound procedures so that child protection concerns and referrals are handled sensitively, professionally and in ways that supports the needs of the child as per the protocols and procedures.
- To integrate Child Protection issues in the curriculum as part of PSHE and other subjects.
- To take account of policies in related areas such as behavior and anti-bullying.

## III. DEFINITION OF TERMS

1. **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
2. **Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
3. **Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or a voluntary capacity.
4. **Child** includes everyone under the age of 18.
5. **Parents refer** to birth parents and other adults who are in a parenting role, for example stepparents, foster-caretakers, and adoptive parents.

6. **Neglect** - The persistent or severe neglect of a child which results in impairment of health or development.
7. **Physical Abuse** - Actual or likely physical injury to a child, or failure to prevent physical injury or suffering.
8. **Sexual Abuse** – Actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that which violate social taboos or family roles.
9. **Emotional Abuse** – actual or likely severe adverse effects on the emotional and behavioral development of a child by persistent or severe emotional ill-treatment or rejection.
10. **Potential abuse** – situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.
11. **Bullying** - any persistent and uninvited behavior which insults, hurts or intimidates someone (includes cyber bullying).

#### IV. SAFEGUARDING LEGISLATION AND REFERENCES

GEMS policy is derived from UK legislation that includes the following documents:

- Keeping Children Safe in Education (2016)
- Working Together to Safeguard Children (2015)
- What to do if you are worried a child is being abused (2015)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015)

The law and guidance set within the UAE is as follows:

- UAE Federal Law No. 3 of 2016 on children's rights (Wadeema's Law)
- UAE Department for Health, School Health Guidelines for Private Schools 2011
- UAE School Inspection Framework 2016, Section 5 The protection, care, guidance and support of students<sup>[1]</sup><sub>SEP</sub>

#### V. SCHOOL RESPONSIBILITIES

'Working together Under the Children Act, 1989' requires all schools in the UK to follow procedures for protecting children from abuse. Schools in the UAE are also expected to ensure that they have appropriate and reasonable procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused or suspected of abuse. DFES Circular 'Working Together to Safeguard Children' (2006) places the following responsibilities on all schools.

- Ensure the institution of effective child protection policies and procedures and monitor compliance thereof.
- Ensure that the school adopts a child protection policy, organize and convene Child Protection Team (CPT).



- Conduct capacity building activities for the members of the CPT and staff regular appropriate to his/her role.
- Ensure that the participatory and other rights of children are respected and upheld in all matters and procedures affecting their welfare.
- Coordinate with appropriate offices and other agencies or institutions for appropriate intervention, as may be required in the performance of its functions.
- Guarantee that staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Designated Teachers should have responsibility for coordinating action within the school.
- Schools should have procedures, of which **all** staff are aware, for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse.
- Employ safe staff and allow safe volunteers to work with children (Safer recruitment policy).
- Maintain a secured site all the time (Site Security Policy).

## VI. ROLES AND RESPONSIBILITIES OF CHILD PROTECTION TEAM (CPT)

### The Designated Safeguarding Lead (DSL):

- Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies
- Is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Has a working knowledge of relevant UAE law, education inspection process, and inter-agency support.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file
- Refers cases of suspected abuse to Children's Social Care, or the Police as appropriate
- Attends and/or contributes to child protection conferences, strategy meetings
- Co-ordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and Staff Behavior Policy (Code of Conduct)
- Has a working knowledge of relevant national safeguarding guidance
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of pupils, parents, staff, volunteers and governors, GEMS, regarding this
- Liaises with the nominated governor, GEMS personnel, and head teacher (where the DSL role is not carried out by the head teacher) as appropriate
- Keeps a record of staff attendance at child protection training
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made

- Ensures that the head teacher is aware of the responsibility under UAE Law

### **The Deputy Designated Safeguarding Lead:**

- Is appropriately trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils.
- In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

### **The Designated Team:**

The Designated Team for Child Protection consists of one representative from each Learning Bay. They are duty bound to:

- To ensure that each member of staff is familiar with school guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure that the school operates an effective child protection policy;
- To ensure that each member of staff receives a foundation training in child protection;
- To be responsible for coordinating action and liaising with other agencies and support services over child protection issues;
- In consultation with the Child Protection Officer at GEMS Corporate office, assist in enquiring into allegations of child abuse.
- To follow, as appropriate, recommendations made by the Child Protection Officer at GEMS Corporate office.
- To be aware of the 'Every child matters' document and the 'What to do if you're worried a child is being abused' documents (See further reading at the end of the policy).
- To support and advise staff on child protection issues generally.
- To ensure they have had up to date training.
- To monitor the attendance and development of children who have given cause for concern.
- To disseminate relevant information to the appropriate staff e.g. to class teachers or Teaching Assistants (TA).
- To complete CP records and send onto new schools (where relevant).
- To maintain accurate and secure child protection records in chronological order.
- Has a working knowledge of relevant UAE law, education inspection process, and inter-agency support.
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means.
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.

### **The Governing Body (GEMS) Ensures that Schools:**

- Appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- Ensures that the DSL role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.

- Has a child protection policy and procedures, including a staff code of conduct, that are consistent with GEMS, and statutory, requirements, reviewed annually and made available publicly on the school's website or by other means
- Has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the head teacher and allegations against other children
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations
- Develops an induction strategy that ensures all staff, including the head teacher, and volunteers receive information about the school's safeguarding arrangements, Staff Behaviour Policy (Code of Conduct) and the role of the DSL on induction
- Develops a training strategy that ensures all staff, including the head teacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of GEMS. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above.
- Ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Staff Behaviour Policy (code of conduct) before they start work at the school
- Contributes to inter-agency working and plans
- Teaches pupils about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.

### **The Executive Principal/ CEO**

- Ensures that the child protection policy and procedures are understood and implemented by all staff
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- Refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in GEMS within one working day prior to any internal investigation
- Ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- Appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

### **Class Teachers**





Class teachers will, in most cases, be the first person that a concern is raised by. They will collate detailed/accurate/secure written records of concerns and liaise with the Phase Leader.

### **The School Doctor**

Their role is to ensure that relevant information obtained in the course of their duties is communicated to the Phase Leader. Types of injuries, attendance, and frequency are recorded.

### **Governors**

All governors will be the subject of enhanced police checks.

### **Volunteers**

Volunteers will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

### **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### **Contractors**

The school checks the identity of all contractors working on site and requests police checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

### **❖ SCHOOL'S CHILD PROTECTION COORDINATORS (SCHOOL'S SAFEGUARDING TEAM): Teachers**

- Ms. Radhika (sixth form)
- Ms. Mercy (Yr. 9-11 Boys)
- Ms. Pratibha (Yr. 9-11 Girls)
- Ms. Seranic (Yr. 7-8 Girls)
- Ms. Bindiya (Yr. 7-8 Boys)
- Ms. Samreena (Yr. 5-6 boys & girls)
- Ms. Romana (Yr. 3-4 boys & girls)
- Ms. Alefiya (Yr. 1, 2 boys & girls)
- Ms. Talat (FS1, FS2)

### **❖ SEND TEAM**

- Head of Inclusion: Ms. Esther Glen.

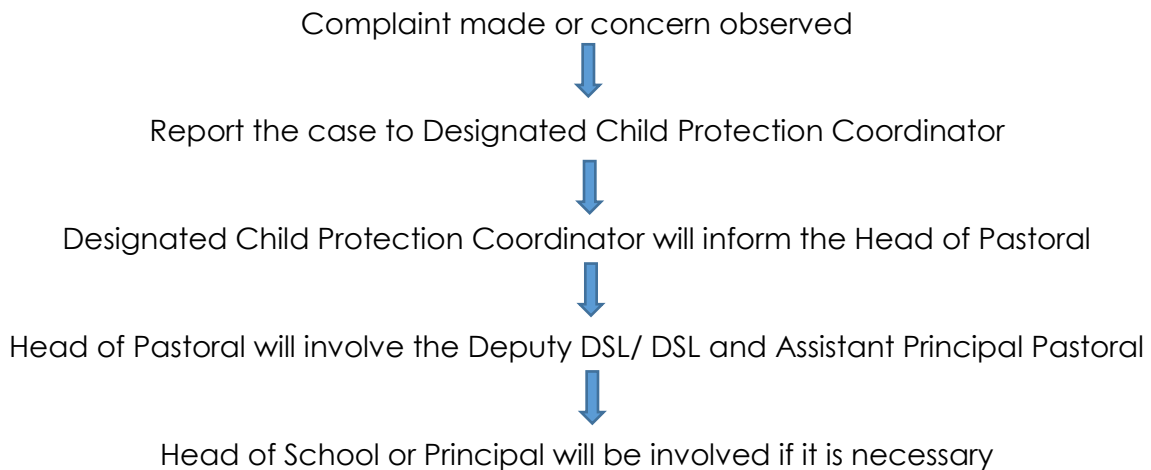


- School Counsellor: Ms. Rubeena Mozaffar Jafri
- SEND Coordinator: Ms. Nerrissa Lourdes Agana

#### ❖ SAFEGUARDING TEAM

- Head of Pastoral
- PRE/Designated Safeguarding Leader (DSL): Ms. Sahar Ali
- Assistant Principal Primary/Deputy DSL: Ms. Chanda
- Assistant Principal Pastoral: Ms. Sarabjit Singh
- Head of School/ DY. CEO: Ms. Vijayakumari Sathyan
- Executive Principal/ CEO: Mr. Carl Roberts

#### **HOW TO RESPOND:**



#### **VII. STAFF CODE OF CONDUCT**

To meet and maintain our responsibilities towards pupils, we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Involving pupils in decisions that affect them
- Encouraging positive, respectful and safe behaviour among pupils
- Being a good listener
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect and exploitation
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's child protection policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing



- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and GEMS guidance
- Referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care
- Following the school's rules with regard to communication and relationships with pupils, including via social media

### VIII. SIGNS OF POSSIBLE ABUSE

The following are not exhaustive nor necessarily indicative of abuse, and they are taken from the document, *'Working Together to Safeguard Children'* (2015).

- Neglect** – constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self-esteem.
- Physical** - unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries.
- Sexual** - Tendency to cling, tendency to cry, genital itching, acting 'like a baby', distrust of familiar adults, wetting and/or soiling, fear of undressing, throat infections, depression, fearful/panic attacks.
- Emotional** – Physical, emotional, developmental delay; over-reaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Munchausen Syndrome by proxy (If a parent of child deliberately fabricates or induces illness in that child). Signs may include; perceived illness, doctor shopping, enforced illness, fabricated illness, poisoning e.g. with salt, induced seizures, suffocation, bleeding, rashes, tampering with vomit/urine. Child may exhibit unusual or unnaturally prolonged illness; symptoms/signs have a temporal association with mother's presence, Mother unusually at ease in Hospital environment, multiple illnesses, similar symptoms in family, unexplained death of siblings.

### IX. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination, isolation, social exclusion, communication issues, a reluctance on the part of some adults to accept that abuse can occur, as well as an individual child's personality, behavior, disability, mental and physical health needs and family circumstances. To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational
- Needs young caretakers
- Affected by parental substance misuse, domestic abuse and violence or parental mental health

- Asylum seekers
- Vulnerable to being bullied, or engaging in bullying behaviours
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations

- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- At risk of child sexual exploitation (CSE)
- At risk of being drawn into extremism

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

## **X. EARLY HELP**

The school recognizes that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

The school will be particularly alert to the potential need for early help for any child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young caretaker;
- Is showing signs of engaging in anti-social or criminal behavior;
- Is in a family whose circumstances present challenges for the child,
- such as adult substance abuse, adult mental ill health, domestic abuse;
- Is showing early signs of abuse and/or neglect; and/or
- Is particularly vulnerable in any of the ways identified in paragraph 6 above.

Careful consideration should be taken regarding whom to involve in the 'Early Help' process. The process should involve the child and family as well as all the professionals who are working with them. However, if by doing so this puts the child at further risk, relevant best interests decisions should be made, in consultation with UAE inter-agencies.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

## **XI. SEND PROVISION:**

Students of determination can be more vulnerable to exploitation and abuse and should have enhanced access to support system. All staff should be extra vigilant to any signs of neglect or abuse and report to the DSL without any delay.

These students may be isolated from their peers and may find it difficult to express their concern. Thus, no concern should be overlooked or passed off as symptoms of SEND, including;

- Communication
- Toileting
- Understanding right and wrong
- Physical build
- Unusual or over-physical attachments to certain members of staff or peers.

Therefore, staff must be vigilant to the needs and concerns of the students of determination, who are among the most vulnerable.

## **XII. REPORTING PROCESS**

Staff should be concerned if a pupil:

- has any injury which is not typical of the bumps and scrapes normally associated with children's activities;
- regularly has unexplained injuries;
- frequently has injuries, even when apparently reasonable explanations are given;
- offers confused or conflicting explanations about on how injuries were sustained;
- exhibits significant changes in behavior, performance or attitude;
- indulges in sexual behavior which is unusually explicit and/or inappropriate to his or her age;
- Discloses an experience in which he or she may have been significantly harmed.

### **Student**

- Any member of staff concerned about a child must inform a Head of Pastoral immediately.
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.
- The head of pastoral will consult the Designated Team who will decide whether the concerns should be referred to the Child Protection Officer at GEMS Corporate office. If it is decided to make a referral to the Child Protection Officer at GEMS Corporate office, this will be done, if necessary, without prior discussion with the parents.
- If a referral is made to the Child Protection Officer at GEMS Corporate office, the Designated Team will ensure that a written report of the concerns is sent to them within 48 hours.
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk.
- If a student who has been identified as at risk, changes school, the Principal will inform the Child Protection Officer at GEMS Corporate office and consider the transfer of appropriate records to the receiving school.

### **Staff**

- The Principal manages complaints, other members of the senior leadership team and governors. An explanation of the complaints procedure is included in the safeguarding information for parents and pupils.
  - Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.
  - Complaints that escalate into a child protection concern will automatically be managed under the school's child protection procedures.

## **STAFF REPORTING TO CHILD PROTECTION AGENCIES**

Staff should ordinarily follow the reporting procedures outlined in this policy. However, any staff member can refer their concerns directly to UAE agencies or the police if:

- The situation is an emergency and the DSL, the deputy DSL, the Principal and/or the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety, or
- For any other reason they make a judgement that, a direct referral is in the best interests of the child.
- In any of those circumstances, staff may make direct child protection referrals and share information without being subject to censure or disciplinary action. However, staff should inform the DSL and/or Principal at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

## **NOTIFYING PARENTS**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from relevant UAE agencies.

## **MAKING A REFERRAL TO CHILDREN'S SOCIAL CARE**

The DSL will make a referral to UAE agencies, and the police, if it is believed that a pupil is suffering or is at risk of suffering harm at home.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

## **HSE AND REPORTING TO GEMS**

All concerns relating to any aspect of a child's safety must be logged in GEMS data management system HSE (As per GEMS HSE policy). Where there is concern about the immediate welfare of child, the DSL should contact GEMS central management team for advice and guidance immediately. Any inter agency involvement with UAE statutory, and public bodies, including the police or Social Services, must be flagged with the GEMS DSL.

## **INVOLVEMENT OF OUTSIDE AGENCIES**

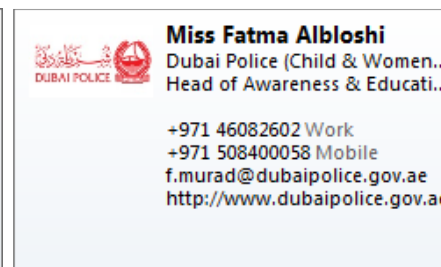
Dubai Foundation for Women and Children (DFWAC)



This is the first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse, and human trafficking. It was established in July 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually, and emotionally abused women and children, prevent ongoing abuse and the escalation of violence and promote social awareness through education and outreach.

DFWAC provides:

- A safe shelter
- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email [help@dfwac.ae](mailto:help@dfwac.ae)
- Website – [www.dfwac.ae](http://www.dfwac.ae)



Dubai Police Human Rights Department 24/7 Duty Officer 056 6862121  
[Latifa Hospital Child Welfare Unit](#)

**Tel: 04 2193000**

**Fax: 04 3241717**

**PO Box 4115 Dubai, UAE**

**Working Hours: 24 Hours**

**Community Development Authority (Centre)**

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened centre under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

Al Ameen Reporting (Dubai & Federal Police)

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai, and on issues that concern them.

**[www.alameen.ae/en/](http://www.alameen.ae/en/)**



PO Box 27016, Dubai, United Arab Emirates  
+971 (0)4 298 8333 +971 (0)4 298 8603  
[gems-education@ghusais.com](mailto:gems-education@ghusais.com)

[gemseducation.com](http://gemseducation.com)  
[linkedin.com/company/gems-education](https://www.linkedin.com/company/gems-education)  
[@GEMS\\_ME](https://www.facebook.com/GEMS_ME)

### **XIII. PROCEDURES IN HANDLING STUDENTS UNDER CHILD PROTECTION CASE**

1. Designated Safeguarding Lead (DSL) shall issue an order for the conduct of investigation immediately upon the submission of the report.
2. If the student needs to undergo medical procedure based on the assessment of the CPT. Student will be referred to the school clinic. School clinic procedure will then be applied.
3. If the perpetrator is a student, the Rules of Procedures for Student shall apply based on the Behavior Policy.
  
4. If the perpetrator is an employee, an administrative case will be filed against him as per Employees Code of Conduct.
5. The Rules of Procedure for Employees in Administrative Cases shall apply in all other aspects for incident no.4.
6. The identity or other information that may reasonably identify student shall remain confidential.
7. The identity of a respondent shall likewise be kept confidential.
8. In the event that the case needs to be forwarded to GEMS Corporate Office. Procedure will apply based on the policy.

### **XIV. PREVENTIVE MEASURES**

1. The school will follow strict policy in recruiting highly qualified professional school personnel.
2. Establish and maintain an environment conducive to study, by way of providing the student with safe school facilities, equipment such as computers, clean and safe classrooms, etc.
3. Provide the employees necessary trainings to enhance their teaching skills/performance and equipped them with updated technology to address the issues and concerns affecting the student.
4. Provide guidelines/procedures in identifying cases of child abuse, and provide assistance to the victims by way of follow ups, reporting and filing of cases if necessary upon the recommendation of the In-charge of Discipline.
5. Provide assistance to students who have been victims of any forms of child abuse in accordance with the guidelines set forth by the CPT.
6. Establish a safe environment where students can learn and develop their potentials, skills and knowledge. Each student will be given a handbook indicating the policies and procedures on the safety of students in school (i.e. bus pick up and drop off policy, etc.
7. Conduct capacity building of school personnel, parents and students.
8. Conducts individual/group counseling.
9. Provide information campaign through newsletters/ bulletins, posters, advisories, posting and sharing of CPP in website, emails and other communication portal.
10. Establish linkages/networks with relevant government agencies and non-government organizations that handle child protection matters and conducts conferences and trainings.

### **XV. SUPPORT FOR PUPILS, FAMILIES AND STAFF INVOLVED IN A CHILD PROTECTION ISSUE**



Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously
  - Nominating a link person (*usually the DSL*) who will keep all parties informed and be the central point of contact
  - Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
  - Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- 
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
  - Storing records securely
  - Offering details of helplines, counselling or other avenues of external support
  - Following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
  - Co-operating fully with relevant statutory agencies.

## **XVI. CONFIDENTIALITY AND INFORMATION SHARING**

All staff will understand that child protection issues warrant a high level of confidentiality, out of respect for not only the pupil, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required.

All staff must be aware that they cannot promise a child/parent to keep secrets.

Child protection information shall be:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

## **XVII. DEALING WITH A DISCLOSURE**

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said without displaying shock or disbelief;





- accept what is being said;
- allow the child to talk freely;
- reassure the child, but not make promises which it might not be possible to keep;
- not promise confidentiality, as it might be necessary to refer the case to the Protection Officer at GEMS Corporate office;
- reassure the pupil that what has happened is not her/his fault;
- Stress that it was the right thing to speak about it.
- listen, rather than ask direct questions;
- ask open questions rather than leading questions;
- not criticize the perpetrator;
- Explain what has to be done next and who has to be told.

## **XVIII. RECORDING DISCLOSURE**

When a pupil has made a disclosure, the member of staff should:

- Make some brief notes as soon as possible after the conversation. (enclosed please find the format) this will be kept strictly confidential and will be handed over to head of pastoral.
- 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 child;
- In cases where there is physical evidence of abuse, those reporting should refer to the skin maps in the addendum of this policy to indicate the location and extent of the abuse and attach the maps to the report. Under no circumstances is photographic evidence to be used.

## **XIX. RECORDS KEEPING**

The school will maintain safeguarding (including early help) and child protection records.

The school will:

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to relevant agencies immediately;
- Keep records in a folder in a meticulous chronological order;
- Ensure all records are kept secure and in locked locations;
- Ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

Safeguarding and child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/caretakers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/caretaker will be recorded. Records will be signed, dated, and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that all staff use one consistent system for the recording of concerns and that all records are passed to the Designated Safeguarding Lead, who should complete the form to confirm what action has been taken.

## **XX. VETTING PROCEDURES**

All appointed staff in the school are supervised in accordance with relevant legislation and Departmental guidance.

## **XXI. STAFF TRAINING**

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. New staff who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- The school's child protection and safeguarding policy
- Signs and symptoms of abuse and neglect
- Responding to disclosure of abuse or neglect by a child
- Reporting and recording arrangements
- The Staff Behaviour Policy (code of conduct)
- Details of the DSL.

NB all of the above will be explained before a new member of staff, governor or volunteer has direct contact with children in school. The school's Child Protection Policy and Staff Behaviour Policy (Code of Conduct) will be sent with the letter confirming an appointment with a written requirement that the individual reads the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff, including the Principal (unless the Principal is the DSL), volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with UAE guidance and any requirements of GEMS.

The DSL will attend training for newly appointed DSLs and refresher training every two years delivered by Corporate office. That training will include up to date information about inter-agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, young caretakers and risks associated with specific safeguarding issues including child sexual exploitation, extremism.

In addition, the head teacher (and/or other school leaders as appropriate) and at least one governor (usually the chair) will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.

## **XXII. REFERRAL**

The CPT may refer the victim and the offender to the concerned agency for further investigation and intervention including GEMS Corporate Office.

## **XXIII. MONITORING AND EVALUATION**

Well maintained records are essential for good Child Protection practice. Concerns and disclosures should be recorded in writing by the member of staff who receives them and forwards them to the Head of pastoral without delay.

The head of pastoral in consultation with the Designated Team will then decide on further action and any appropriate monitoring program for the pupil. Records are stored in a dedicated filing system maintained by the Designated Team.

When pupils with records in this filing system move on to another school the Principal is responsible for transferring information judged to be relevant to the child's next school.

A confidential list of children whom the school has concerns about will be submitted to the Principal.

## **APPENDIX 4 STANDARDS FOR EFFECTIVE CHILD PROTECTION PRACTICE IN SCHOOLS**

*The school's child protection and safeguarding responsibilities are inspected under the 'Quality of Leadership and Management' and 'The protection, care, guidance and support of students'<sup>[L]</sup><sub>[SEP]</sub>*

*judgements in school inspections. The following standards may assist schools in evaluating their practice. They should be used jointly by the Designated Safeguarding Lead and the Designated GEMS Manager for Safeguarding to ensure the school is effective in safeguarding and child protection matters.*

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally

require children to be referred to investigative agencies as a constructive and helpful measure;

4. Ensure all staff are able to identify children who may benefit from early help; provide coordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating;
5. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead.
6. Monitor children who have been identified as in need of early help or at risk; maintain clear records of pupils' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
7. Provide and support regular child protection training and updates for **all** school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
8. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
9. Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
10. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
11. Have a clear understanding of the various types of bullying – face to face, online, physical, verbal and indirect - and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
12. Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
13. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times.
  
14. Have a written whole school policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
15. Have a Single Central Record in place.

## APPENDIX 5: SAFER RECRUITMENT

Our school endeavors to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children.

### **Safer recruitment means that all applicants will:**

- Complete an application form that includes their employment history and explains any gaps in that history
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications

- If offered employment will be subject to vetting and barring checks relevant to their country of origin.
- If offered employment, provide evidence of their right to work in the UAE
- Be interviewed by a panel of at least two school leaders, if shortlisted.

#### **The school will also:**

- Ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding
  - Ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children
  - Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
  - Obtain references for all shortlisted candidates, including internal candidates
- 
- Carry out additional or alternative checks for applicants who have lived or worked outside the UAE
  - Ensure that applicants for teaching posts are not subject to a prohibition order issued by the country of origin

#### **The conditions are as follows:**

- At least one member of each recruitment panel will have attended safer recruitment training.
- All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's Child Protection and Safeguarding Policy and Staff Behaviour Policy (Code of Conduct).
- All staff are required to sign to confirm they have received a copy of the Child Protection and Safeguarding Policy and Staff Behaviour Policy (Code of Conduct).
- All relevant staff (teachers, teaching assistants, other classroom based staff, lunchtime supervisors and members of the senior leadership team) and all those who work in before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation (*state how awareness is raised e.g. with a staff/volunteer briefing, a clause in employment contracts for new staff etc.*).
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained.

#### **Appointment of Staff**

The school will, when appointing staff, take account of the guidance issued by GEMS corporate office and observe the following safeguards:



- Ensure that documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- Ensure that a reference as to the suitability of a candidate to work with children will always be obtained from the last employer;
- Request at interview an account of any gaps in their interviewee's career/employment history;
- Ensure that staff already living in Dubai when applying for posts will be asked to supply a certificate of good conduct or similar from the Dubai police. Staff and helpers who have recently moved to Dubai will be asked to produce a certificate of good conduct (or national equivalent) from the authorities representing the countries from which they have recently moved.
- Police Clearance form

## APPENDIX 5: **SITE SECURITY**

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

### **Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable, and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:



- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the pupil's first name with an image
- Ensure pupils are appropriately dressed, and
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

### **Online Safety**

Children and young people commonly use electronic equipment, including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behavior and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community

The school's online safety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

### **Attendance**

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Attendance, absence and exclusions are closely monitored. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps\* have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to relevant UAE authorities, and GEMS appointed persons.



Reasonable steps include:

- Telephone calls to all known contacts
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other service known to be involved with the pupil/family
- All contacts and outcomes to be recorded on the pupil's file

### **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 Assistant 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. Investigate and interrogate other students to find out the where absents of the missing child.
3. Simultaneously search of the buildings and outdoor area by security after informing MSO.
4. If the child has not been found within 15 minutes, parents should be contacted and possibly also the police. (do we need extra time?)
5. Continue to search involving as many adults as possible, opening up the areas and keeping in touch through mobile.
6. Principal will take the decision.

### **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 to the designated waiting area where there is a teacher 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 Vice Principal.

### **The Responsibilities of the Staff**



- a. Each member of staff has a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in her/his school. In doing so, they should seek advice and support as necessary from the head of pastoral who in turn will communicate with a designated team, consisting of representatives from foundation stage, primary & secondary.
- b. Staff is expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings, and opinions. Children should be treated with respect within a framework of agreed and understood behavior.
- c. Staff are expected to be fully aware of the status of the students' example: orphan, divorced parents; so they can deal with him/her appropriately.
- d. Every member of the staff is expected to:
  - Be aware of signs and symptoms of abuse
  - Report concerns to the head of pastoral as appropriate
  - Keep clear, dated, factual, and confidential records of child protection concerns.
- e. Any staff member using corporal punishment will be immediately suspended from school pending an investigation
- f. Staff should ensure that the pupils and or parents for photographs are taken and published (for example, on our website or in newspapers or publications.)
- g. Staff should encourage pupils to tell them if they are worried about any photographs that are taken of them

## APPENDIX 6: WHISTLE BLOWING IF STAFF HAS CONCERNS ABOUT A COLLEAGUE

Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Behaviour Policy (Code of Conduct) – to the Principal, to facilitate an early intervention in order to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school.

The school's **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

Concerns or complaints about the head teacher should be reported to the GEMS designated personnel, whose contact details are displayed in the staff room for any member of staff to use in such an instance.

### ALLEGATIONS AGAINST STAFF

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the head of Pastoral.

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 head of pastoral. A record of the concerns must be made, including a note from a witness who witnessed the incident or allegation.

The Principal will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer to the Child Protection Officer at GEMS Corporate office in accordance with the child protection procedures.

If the Principal decides that the allegation warrants further action through child protection procedures, a referral must be made directly to the Child Protection Officer at GEMS Corporate office. If the allegation constitutes a serious criminal offence, it will be necessary to contact the Child Protection Officer at GEMS Corporate office before informing the member of staff.

If it is decided that it is not necessary to refer to the Child Protection Officer at GEMS Corporate office the Principal will consider whether there needs to be an internal investigation.

If the concerns are about the Principal, the Child Protection Officer at GEMS Corporate office must be contacted directly.

## **WHEN ALLEGATIONS ARE MADE AGAINST A MEMBER OF STAFF**

The Designated team is told in the usual way. A written record will be asked for. It should be signed and dated. The Child Protection Officer at GEMS Corporate office is informed by the Principal. The member of staff may be suspended pending further investigations.

Useful websites:

1. [www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/schools/examplepolicy](http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/schools/examplepolicy)
2. <http://www.child-to-child.org/about/childprotection.htm>
3. [http://www.everychild.org.uk/media/documents/Child\\_Protection\\_Policy.pdf](http://www.everychild.org.uk/media/documents/Child_Protection_Policy.pdf)
4. <http://us.camfed.org/child-protection.html>

## **STAFF CONTACT WITH PUPILS**

In order to minimize the risk of accusations being made against staff as a result of their daily contact with pupils, staff should ensure that they consider the following points of guidance (taken from **Principles for Safe Working**

### **Practice for the Protection of Children and Staff in Education Settings. (Feb 2005)**

- Staff is responsible for their own actions and behavior and should avoid any conduct which could lead to any reasonable person to question their motivation and intentions.
- Staff should work and be seen to work in an open and transparent way (especially when working with individual pupils). Staff should not allow pupils to visit their place of residence.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed and the Principal should be informed.

- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **SUPPORT FOR PUPILS AND STAFF**

The Principal will make all reasonable attempts to protect and otherwise support pupils who have disclosed information about possible child abuse incidents.

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for herself/him and discuss this with the head of pastoral.

## **CONFIDENTIALITY**

Members of staff have access to confidential information about pupils in order to undertake their everyday responsibilities. Staff is expected:

- To treat information they receive about pupils in a discreet and confidential manner.
- If they are in any doubt about sharing information they hold or which has been requested of them, seek advice from the head of pastoral.
- To be cautious when passing information to others about a pupil.

## **APPENDIX 7: CHILD PROTECTION AND THE CURRICULUM**

The school curriculum is important for the protection of children. We aim to ensure that curriculum addresses the teaching of skills and understandings related to personal safety and protective behaviors, and social and emotional skills (e.g. Listening, negotiation, responding with empathy) in all subjects across all year levels. Through our Student Planner and subject lessons, we expect teachers to promote cyber safety and to teach or support the skills for Life/PSHE programs by teaching skills and understandings on countering harassment, aggression, violence, and bullying.

We aim to ensure that curriculum development meets the following objectives:

- Developing pupil's self-esteem;
- Developing communication skills;
- Information about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behavior in adults;
- Developing non-abusive behavior between pupils.

## **CHILD PROTECTION SPECIFIC LESSONS**

### **Primary School:**



Body Changes and personal hygiene.

### **Secondary School:**

Y7: Bullying, Puberty, Developing relationships.

Y8: Friendships, Identifying and calling for assistance, Bullying.

Y9: Anger Management, Dealing with conflict, Basic First Aid Techniques.

Y10: Building positive attitudes.

Y11-12: Coping and preventing stress.

Y7-9: Cyber bullying

### **FURTHER READING**

- Keeping Children Safe in Education (2016).
- Working Together to Safeguard Children (2015).
- What to do if you are worried a child is being abused (2015).
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015).
- UAE Federal Law No. 3 of 2016 on children's rights (Wadeema's Law).
- UAE Department for Health, School Health Guidelines for Private Schools 2011.
- UAE School Inspection Framework 2016, Section 5 The protection, care, guidance and support of students.

## **SYNOPSIS**

### **What to do if you are told of abuse:**

- Stop and listen.
- Take notes and keep (verbatim)
- Do not interrupt
- Do not be judgmental
- Do not promise confidentiality - staff must not work in isolation, but offer discretion.
- Avoid leading questions/coaxing, pressurizing
- Note concerns about going home, now that she/he has spoken up
- Inform the head of pastoral promptly who will ask for a verbatim written record with time and persons present
- Discretion should be maintained in the staff room.

***Never think it cannot happen***

***Do not work in isolation***



- Member of staff with suspicion/concern/ disclosure informs head of pastoral
- The head of pastoral gathers information.
- All subsequent concerns are reported and recorded by the designated team. Where action is required they will either monitor, or refer to the Child Protection Officer at GEMS Corporate office where:

When in need of serious health or immediate welfare attention the child should be taken to the school doctor.

## APPENDIX 2

### Reporting Forms / Body Maps / Log Sheets

#### INFORMATION/FRONT SHEET

<b>Full Name:</b>	<b>DOB:</b>	<b>Class/Form:</b>	<b>Additional needs:</b>		
<b>Gender:</b>	<b>Ethnicity:</b>				
<b>Home Address:</b>		<b>Telephone:</b>			
		<b>E mail:</b>			
<b>Status of file and dates:</b>					
<b>OPEN</b>					
<b>CLOSED</b>					

**GEMS**  
EDUCATION

PO Box 27016, Dubai, United Arab Emirates  
 ☎ +971 (0)4 298 8333 ☎ +971 (0)4 298 8603  
 ✉ gems-ghusais.com

🌐 gemseducation.com  
 🔗 linkedin.com/company/gems-education  
 📱 @GEMS\_ME

<b>TRANSFER</b>					
<b>Any other child protection records held in school relating to this child or a child closely connected to him/her?</b> <b>YES/NO WHO?</b>					
<b>Members of household</b>					
<b>Name</b>	<b>Relationship to child</b>	<b>DOB/Age</b>	<b>Tel No</b>		
<b>Significant Others (relatives, caretakers, friends, child minders, etc.)</b>					
<b>Name</b>	<b>Relationship to child</b>	<b>Address</b>	<b>Tel No</b>		
<b>Other Agency Involvement</b>					
<b>Name of officer/person</b>	<b>Role and Agency</b>	<b>Tel No</b>	<b>Date</b>		

### Chronology

#### Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).





Name:		
DOB:		Class/Form:
Date	Information/Details of concerns or contact	Print Name and Signature

**Logging a concern about a child's safety and welfare**

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> ..... <b>Signature</b>		
<b>Job Title:</b>		
<b>Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>		



<b>What is the pupil's account/perspective?</b>
<b>Professional opinion where relevant.</b>
<b>Any other relevant information (distinguish between fact and opinion). Previous concerns etc.</b>
<b>What needs to happen? Note actions, including names of anyone to whom your information was passed and when.</b>


**Check to make sure your report is clear to someone else reading it.**

**Please pass this form to your Designated Safeguarding Lead.**

Part 2 (for use by DSL)

<b>Time and date information received, and from whom.</b>	
<b>Any advice sought – if required (date, time, name, role, organisation and advice given).</b>	



<p><b>Action taken (referral to outside agencies /monitoring advice given to appropriate staff) with reasons.</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>	
<p><b><u>Parent's informed?</u></b> Y/N and reasons.</p>	
<p><b><u>Outcome</u></b></p> <p><b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b></p>	
<p><b>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</b></p>	
<p><b>Should a concern/ confidential file be commenced if there is not already one? Why?</b></p>	
	

<b>Signed</b>	
<b>Printed Name</b>	



**Logging concerns/information shared by others external to the school (Pass to Designated Person)**

<b>Pupil's Name:</b>	<b>Date of Birth:</b>
	<b>Class/form:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information:</b>
	<b>Via letter / telephone etc.</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	
<b>Contact details (telephone number/address/e-mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the school:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by Designated Safeguarding Lead</b>	
<b>Name:</b>	
<b>Date and time:</b>	

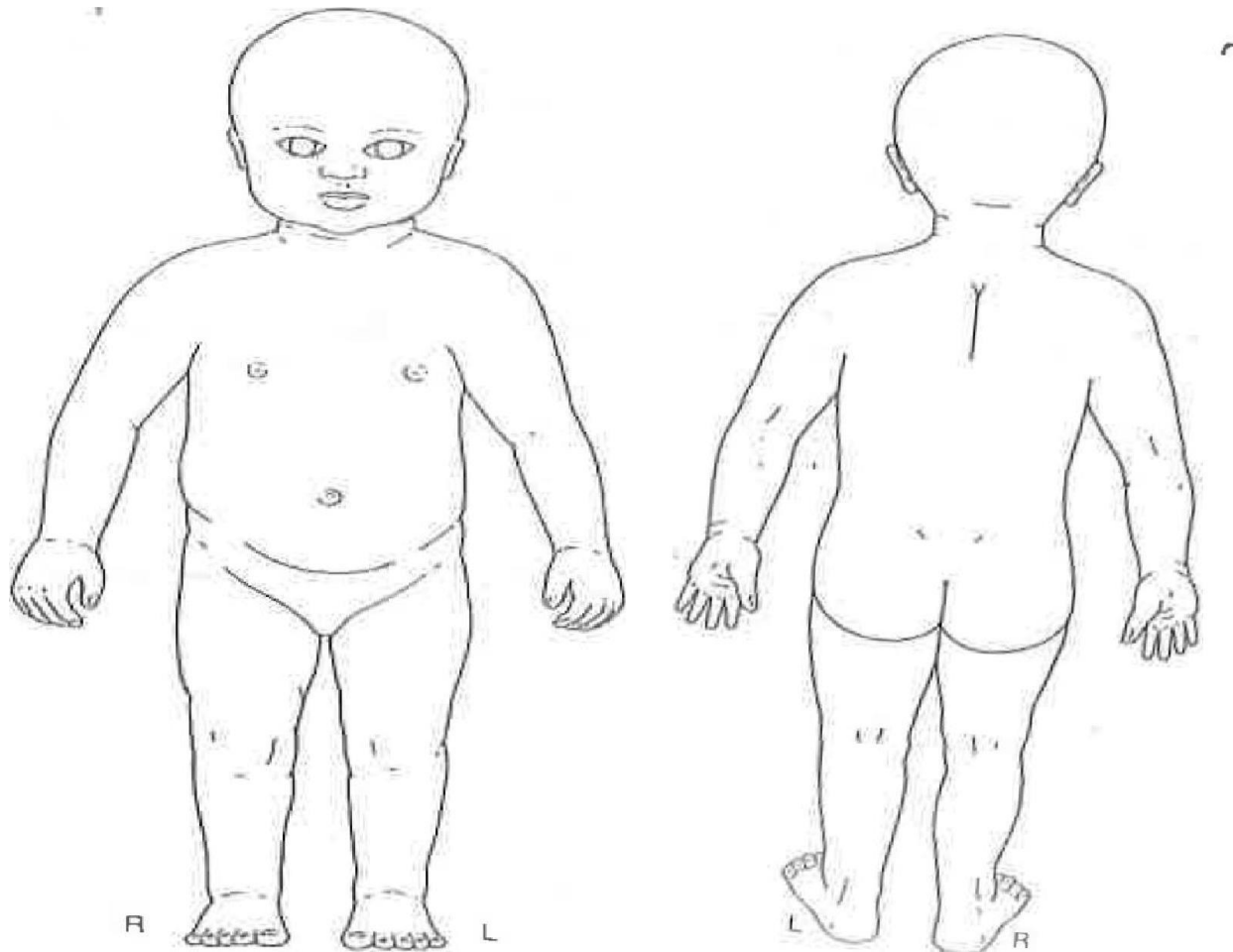
## Body Map Guidance for School

Describe your concern

### APPENDIX 1 BODY MAP

NAME

DATE:



NAME

DATE

