SAFEGUARDING & CHILD PROTECTION POLICY

Contents

Overview
Child Protection Personnel
Values Statement
Responsible Parties
Alternative Referrals
Mandated Reporters
Aims
Rationale
Partnerships
Implementation, Monitoring and Review of the Safeguarding Policy
Designated Safeguarding Leads
Training
Definitions
Raising Awareness
Safer Recruitment
Staff Behavior Policy (for safer working practice)
Visitors
Curriculum – teaching about safeguarding
Wellbeing – The UAE vision and law
Digital citizenship and e-safety
Pandemic – New ways of working & Safeguarding
Early Help
Procedures & Allegations Management
Identifying the Signs of Abuse
Reporting
Confidentiality
Recognizing Abuse and Taking Action
Notifying Parents

Mobile phones, cameras, and SMART devices.....
Complaints against staff .....
Records and Documentation (Use Initial Mandatory Report – Attached).....
Distance Learning.....
Additional Concerns of Abuse and Harm.....
Review and Revision.....
Appendix A: Child Protection Policy Procedures .....
Appendix B: Child Protection Policy – Confidentiality.....
Appendix C: Allegations of Abuse Against Staff .....
Appendix D: KHAS Staff Training Modules.....
Appendix E: Protective Interrupting.....
Appendix F: Bullying.....
Appendix G: Types of Abuse .....
Appendix H: Resources & Exercises.....
Appendix I: Indicators of Neglect & Abuse.....
Appendix J: Guidance on how to respond to a student wanting to disclose.....
Appendix K: Body Mapping of Injury Form.....
Appendix L: Reporting and Acting on Child Abuse and Neglect.....
Appendix M: Communicating with Parents .....

Overview

Extensive research including reference sources such as The California Department of Education, The California Department of Social Services, The New England Association of Schools and Colleges, The United Nations Convention on the Rights of the Child, UAE Law-No. 3, and Sharjah's Ministry of Interior Child Protection Centre have been utilized to develop this policy.

The KHAS Administration, Governing body, and all other stakeholders are committed to safeguarding all children against abuse and harm as described in this policy. All terms and conditions related to such safeguards and the urgency of reporting suspected instances are provided within. This policy is subject to change, as KHAS deems necessary in order to provide the highest quality services to our children while ensuring their protection and safety. The goal of this policy is to promote and support the safety and well-being of all children enrolled in KHAS. This policy ensures a unified and consistent approach to protect children while it outlines the respective roles and responsibilities of KHAS staff.

Child Protection Personnel

Designated Safeguarding Lead (DSL)

Principal

Phone: +971 6 8011611

Email: Principal@khas.sch.ae

Deputy Designated Safeguarding Lead (D/DSL)

Vice-Principal

Phone: +971 6 8011670

Email: vp.academic@khas.sch.ae

Child Protection Officer (CPO)

Social Worker

Phone: +971 6 8011606

Email: khawla@khas.sch.ae

The Dubai Police Child Protection Hotline (confidentiality and advice)

Contact Number: 800-243 Website: www.dubaipolice.gov.ae

Al Ameen Service

800-4-888

Values Statement

Every child has the right to be protected and free from abuse and harm, whatever their ethnicity, gender, religion, language, abilities or any other status. Aligned with KHAS's vision and the responsibilities set forth by the United Nations Convention of the Child, this policy ensures all reasonable measures are taken to minimize the risk to all children's welfare. All KHAS staff are responsible for the care, safety, and protection of children. This responsibility extends to the identification and timely response to concerns regarding the possible sexual, physical, emotional abuse or neglect of a child.

Responsible Parties

KHAS Administration and all those employed by KHAS are entrusted with the protection and well-being of all children and have the responsibility to prevent, protect, and report any suspected instances of abuse or harm. Specific duties performed by trained staff regarding KHAS' Child Protection Policy, procedures, and practices have been designed to ensure the safety and welfare of all children at KHAS. The school's Designated Safeguarding Lead (DSL) also known as the School Principal will assume responsibility in the decision-making process.

Alternative Referrals

When members of the school have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during school hours, they should make an immediate referral to a member of the DSL/DDSL or any accessible member of the Senior Leadership Team.

Mandated Reporters

UAE Law-No. 3 of 2016 on Child Rights (Wadeema's Law) addresses this by mandating everyone connected to the child, be it a teacher, doctor, or family friend, to report to authorities should they spot signs of child abuse or neglect. All KHAS staff working directly with KHAS students are considered mandated reporters.

Aims

KHAS aims to create a safe and healthy environment for all children with whom it works and is committed to preventing and responding appropriately if children are abused or harmed, or if allegations of abuse or harm to children are made.

The aim of this policy is to ensure:

- all our students are safe and protected from harm.
- safeguarding procedures are in place to help students to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behavior and the school's legal responsibilities in relation to safeguarding and child protection.

Rationale

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates students' health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently, this policy is consistent with all other policies adopted by the school, local authorities, accrediting bodies and should be read in alongside with all relevant Health and Safety Policies.

All schools have a responsibility to provide care to children enrolled in the school and those who are affected by the operations of the school. KHAS has a clearly defined Child Protection Policy ensuring a unified and consistent approach to protect all children against abuse and harm while providing necessary training to all stakeholders regarding their roles and responsibilities to support the protection of children. The KHAS Child Protection Policy is a living document implemented to decrease the possibility and likelihood of issues regarding child abuse or harm.

Partnerships

KHAS has built partnerships with external agencies to enhance child protection practices. Such partnerships include local law enforcement, child protective services, and the Ministry of Interior.

Implementation, Monitoring and Review of the Safeguarding Policy

The governing body will review the policy annually. It will be implemented through the school's induction and training program, and as part of day-to-day practice. Compliance with the policy will be monitored by the designated staff leaders and through staff performance measures.

Designated Safeguarding Leads

The school will have an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. During term time the child safeguarding officer and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be:

The Designated Safeguarding Lead (DSL) in this school is:

The School Principal

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The Deputy Safeguarding Lead in this school is:

The Vice Principal

When the DSL is absent, the corresponding Deputy DSL, will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body and support staff who make such referrals directly
- The DSL will also keep the Governing Board Safeguarding Lead informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

Broad Areas of Responsibility for the Child Protection Officer:

- Managing referrals and cases via Initial Mandatory Report Forms
- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services). Police (cases where a crime may have been committed)
- Liaise with the Principal to inform him/her of issues who will refer to KHAS.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff that make referrals

Training

KHAS Administration recognizes the importance of stakeholder transparency and takes on the role of providing all necessary training for the effective implementation of this policy. Training modules included in the appendices section of this policy ensure all staff involved are provided clear guidance as to their roles to ensure good practice throughout the school. Additionally, KHAS executes rigorous recruitment procedures ensuring all employees and volunteers have police clearance and are of sound moral character suitable to work with children.

The Designated Safeguarding Leads and Child Protection Officer should undergo formal training every two years. The CPO should also undertake safeguarding awareness training. In addition, to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other CPOs, or taking time to read and digest safeguarding developments) at least annually to :

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
2. Have a working knowledge of how local authorities in Dubai conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.
4. Be alert to the specific needs of children in need, those with special educational needs and young care givers.
5. Be able to keep detailed, accurate, secure written records of concerns and referrals.
6. Obtain access to resources and attend any relevant or refresher training courses.
7. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
8. Ensure that both the DSL and DDSL are having the right qualifications and certifications to deliver safeguarding modules and conduct internal training.

Definitions

KHAS has developed and adopted appropriate definitions of child abuse including physical, emotional, or sexual abuse, sexual exploitation, neglect and commercial or ideological exploitation, and inappropriate behavior of children toward other children. All terms are defined below.

SAFEGUARDING & CHILD PROTECTION POLICY: A statement of intent that demonstrates a commitment to safeguard children from abuse and harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the school is taking its duty and responsibility of care seriously.

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

CHILD PROTECTION: A broad term to describe philosophies, policies, standards, guidelines, and procedures to protect children from both intentional and unintentional harm. In the current context, child protection applies particularly to the duty of organizations – and individuals associated with those organizations - toward children in their care.

CHILD: For the purposes of this document, a "child" is defined as anyone under the age of 18, in line with the UN Convention on the Rights of the Child.

CHILD ABUSE: Child abuse constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

PHYSICAL ABUSE: Any intentional act causing injury or trauma.

EMOTIONAL ABUSE: The ongoing emotional maltreatment of a child. At times referred to as psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

SEXUAL ABUSE: Any type of sexual behaviour involving a child where the child is the subject of bribery, coercion, a threat, exploitation or violence; or the child has less power than another person involved in the behaviour; or there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour. It includes sexual penetration, encouraging a child to perform indecent acts such as touching genitals, penis/digital penetration or oral sex, inappropriate touching,

exposure to sexual acts or pornographic materials and using electronic means to procure or expose a child to indecent material.

EXPLOITATION: Using a minor child for profit, power, status, sexual gratification, or some other purpose.

CHILD NEGLECT: A form of child abuse and a deficit in meeting a child's basic needs, including the failure to provide adequate health care, supervision, clothing, nutrition, housing as well as their physical, emotional, social, educational and safety needs.

INAPPROPRIATE BEHAVIOR: Any behaviour that seems to go against natural and logical schemes as it relates to interactions with a child.

Raising Awareness

The Child Protection Officer should ensure the school's policies are known, understood and used appropriately.

- Ensure the school's safeguarding and child protection policy is reviewed once each semester and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Local Safeguarding Children's Authority to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Schools should obtain proof that the school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

Safer Recruitment

All staff are subject to safer recruitment processes and checks and we follow the local authority and recruitment and hiring procedures.

At KHAS, we scrutinize all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Pre-screening Form. We maintain a single central record of the essential checks as set out in the policy that have been carried out and certificates obtained. This applies to:

- all staff (including supply staff, and teacher trainees on voluntarily basis) who work at the school.
- all Local Governing Board and Board of Trustees

Staff Behaviour Policy (for safer working practice)

KHAS is committed to positive academic, social and emotional outcomes for our learners underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors complete a signing in/out form, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organization to verify the individual's identity, if necessary.

Curriculum – teaching about safeguarding

Our learners access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The Moral Education and PSHE and citizenship curriculum specifically include the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Wellbeing _The UAE Vision and Law

The National Strategy for Wellbeing 2031 is underpinning KHAS policies, practices and programs .This strategy aims to make the UAE a world leader in quality of life through a number of strategic objectives and initiatives. It also aims to promote an integrated concept of wellbeing, thus supporting the vision of the UAE Vision 2021 and the UAE Centennial 2071. The three main components of this strategy are – developed country, cohesive society and prosperous individuals.

"Stated by the Federal Law, the school is an establishment that must fulfill its moral obligation towards students and staff by sustaining an atmosphere that is conducive to thriving, happiness, sense of satisfaction that encompass all wellbeing aspects namely the mental, physical, emotional, spiritual and social."

The school must:

- Ensure every student in every classroom feels a strong sense of well-being and connectedness as a result of learning in a school environment that is welcoming, equitable, inclusive and respectful.
- Ensure that the school is a place where every student is encouraged to take risks, be creative, and innovative in a learning culture that is caring and safe.
- Assist in making the school a place where healthy relationships are nurtured, and students are inspired every day to participate actively and with confidence.
- Ensure school is a place where conditions enable every student to achieve to the best of their ability and be successful in all aspects of learning and life
- Ensure that students see themselves and their cultures in the school community and curriculum; feel welcomed and engaged in the life of the school; and contribute to the school community in meaningful ways.
- Ensure students have the personal, social, and environmental resources to respond positively and adapt to difficult circumstances; use healthy responses when dealing with stresses and challenges; demonstrate a positive view of self that is rooted in Islamic values and doctrines.

Digital Citizenship & E-Safety

"The quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities." (Heik , 2019)

It refers to responsible technology usage, and teaching digital citizenship is essential to helping students achieve and understand digital literacy, as well as ensuring cyberbullying prevention, online safety, digital responsibility, and digital health and wellness. (Nina W, 2019)

The 9 Ps for Digital Citizenship:

1-Passwords-info
2-Privacy
3-personal-info
4-photography
5-property
6-permissions
7-protection
8-professionalism
9-permanence

The five competencies of digital citizenship:

Inclusive:

I am open to hearing and respectfully recognizing multiple viewpoints, and I engage with others online with respect and empathy.

Informed:

I evaluate the accuracy, perspective, and validity of digital media and social posts.

Engaged:

I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.

Balanced:

I make informed decisions about how to prioritize my time and activities online and off.

Alert:

I am aware of my online actions, and know how to be safe and create safe spaces for others online.

The school's procedural priorities to foster digital citizenship is to:

Ensure the school teaches students what it means to be a responsible digital citizen as part of a broader strategy of promoting a positive school climate.

Ensure the school digital citizenship is included in the curriculum; and includes topics such as privacy and security, relationships and communication, cyberbullying and digital drama, digital footprints and reputation, self-image and identity, information literacy, and creative credit and copyright.

The school must educate students in Internet safety, privacy, relationships, cyberbullying, self-image, copyright rules, and other topics. Lessons must be age appropriate, and discussions change depending on the latest digital trends and include topics such as the importance of making only constructive comments online.

The school must implement several cyber policies and procedures to help keep their students safe from online threats, such as the creation and implementation of responsible use policies to ensure that students are aware of appropriate online behavior, the use of filtering and blocking software at school to prevent access to inappropriate content, and education about the risks of being online and how to stay safe.

E-Safety –Rationale, Cyber Bullying & Procedures

Children and young people are likely to spend more time online due to social distancing. Teachers can talk to them regularly about the benefits and risks of the online world and give them space to ask questions and talk about anything that worries them. Our school fosters an open environment in which children and young people are encouraged to ask any questions about the benefits and dangers of the online world Our ICT team provides advice on using social media and live streaming and support parents/guardians by sharing helpful advice and resources. We also review and update the e-safety provision on an ongoing basis. Our students and Parents are informed that the point of contact in case of any disturbing cyber issue can be reported to the Principal or School Counsellor. The designated safeguarding Lead (DSL) & the deputy (DDSL) are accountable for ascertaining zero –cyberbullying atmosphere and ensuring the right procedures and policies in place to sustain the digital safety across the campus and stretching this in all social medial platforms that KHAS students might use.

What is Cyberbullying? The term cyberbullying is used to describe bullying taking place on the internet mostly through mobile phones and social media. There are two kinds of Cyber Bullying.

• Direct Attacks- messages sent directly to the victim.

• Cyber Bullying by Proxy Using someone else to cyber bully a victim, this proxy may know they are cyber bullying and they may not.

E-Safety Measures includes that:

-The school ensures students will develop an understanding of what the Internet is and some of the good and bad things about the Internet.

-The school ensures students will develop an understanding of what personal information is, and how they can protect their personal information while online.

-The school ensures students will develop an understanding of why it is important to be helpful and kind to others online and how they can be helpful and kind to others while online.

-The school ensures students will develop an understanding of what to do when someone feels uncomfortable while online and how they can deal with an uncomfortable online situation.

-The school ensures students will develop an understanding of online bullying and strategies to deal with online bullies.

-The school ensures students will develop an understanding of online friends and how to choose who to be online friends with.

-The school ensure students will develop an understanding of the dangers of posting personal pictures online and learn how to create an online presence without compromising safety or privacy.

Monitor ship of E Safety Policy Implementation:

The e-safety policy will be actively monitored and evaluated by an e-safety committee.

This committee will comprise:

• School Counsellor (Child Protection Officer) • Principal • Designated Safeguarding Leads • Teaching Staff • External IT contractors

School's Support Team Tracks:

- How children use the internet and technology
- The risks children may encounter online
- Harmful content online
- Sharing personal content
- Bullying online

Pandemic – Child Protection and Safeguarding during Pandemics:

The school in response to any Pandemic should ensure all child protection policies are updated to cater for the necessities and emergencies arising in line with the authorities' guidelines .Thus it must:

- Safeguard children during the virtual & hybrid learning and ensure conducive to academic progress programs and curriculum delivery.
- Identify high risk students including SOD and frontline parents' children.
- Protect all children from infection by ensuring the right medial arrangement and health and safety guidelines at re opening.
- Ensure undertakings are signed by parents to ascertain any suspected cases are reported, and tracked confidentially .This includes SPEA and MOHP forms compliance.
- Ensure rigorous communication plan is established with parents at any emergencies and during the pandemic .This also includes the code of conduct of both study plans.
- Ensure students are receiving sufficient education during the shift between their study plans of both online and FTF.
- Ensure all necessary operations are conducted per compliance authorities prior to the introduction of any modification .This includes use of the facilities, libraries, labs, outdoor areas.
- Train administrative and teaching faculty as to the new ways of working during the pandemic.
- Activate councils and representative bodies that monitors safeguarding and health and safety arrangements and implementation like the School Task Force, Parents' Council

Early Help

At KHAS, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- the guidance and procedures identified in policies will be used as appropriate as part of a holistic assessment of the child's needs.
- the multi-Agency in the community for Safeguarding Children in Dubai and Sharjah about suitable action to take when a learner has been identified as making inadequate progress or having an unmet need.

Procedures & Allegations Management

Our school Principal is responsible for liaising with Governors who may contact the local authority Designated Officer for Allegations and other partner agencies in the event of an allegation of abuse being made against any member of the school community.

Audit
The nominated D/DSL for safeguarding liaises with the principal and other health and safety members to complete an annual safeguarding audit return to the Governing Body.

Defined procedures related to the prevention, protection, and urgency of response and reporting of allegations of abuse or harm are followed by all staff and outlined below.

I. **Prevention-reasonable measures are in place to minimize risk of abuse or harm.**

- Appointing a designated authority, Designated Safeguarding Lead (DSL) to oversee all aspects related to the Child Protection Policy.
- Ensuring thorough recruitment practices.
- Training all KHAS staff with regards to this policy and its procedures.
- Adopting a supportive, open, and accepting attitude toward children so that they feel valued, listened to, and respected.
- Establishing a positive and secure environment in which children can learn and develop.
- Providing guidance to students related to safety.
- Providing support to all children including accessibility to confidentially discuss concerns related to any incidents of harm.

II. **Protection-all appropriate actions are taken to address concerns regarding children's safety and well-being.**

- Empowering children by providing guidance and information to understand acceptable treatment while diminishing possible incidents of abuse or harm.

- Providing a nurturing and safe environment free from harm and abuse.
- Ensuring confidentiality.
- Training stakeholders.
- Working with external partners when necessary, including the local police department
- Monitoring suspected cases of abuse or harm.
- Providing counselling through KHAS's Guidance Counsellor or outside agencies when necessary.
- Reporting all incidents of suspected abuse or harm immediately according to KHAS procedure.
- Follow-up on all cases.

III. Urgency of Response and Reporting-all allegations or complaints that raise Child Protection issues shall be documented, reported, and raised to the appropriate authorities for further investigation.

- All KHAS are mandated reporters under UAE Law.
- All suspected cases of abuse or harm shall be immediately reported as specified by KHAS procedures.
- All suspected cases will be investigated by designated staff.
- All suspected cases shall be documented.
- Some suspected cases may require external investigation.
- National laws in the U.A.E. govern any legal action taken in cases of child abuse.

Identifying the Signs of Abuse

Identifying the signs

All staff know how to recognize and are alert to the signs of neglect and abuse. Refer to ***Appendix I*** for an overview of all indicators of abuse.

Responding to concerns/disclosures of abuse

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Do's:

- create a safe environment by offering the child a private and safe place if possible.
- stay calm and reassure the child and stress that he/she is not to blame.
- tell the child that you know how difficult it must have been to confide in you.
- listen carefully and tell the child what you are going to do next.
- use the 'tell me', 'explain', 'describe' and/or mirroring strategy.
- tell only the Designated or Deputy Safeguarding Lead.
- record in detail using the relevant forms without delay, using the child's own words where possible.

Don'ts:

- take photographs of any injuries.
- postpone or delay the opportunity for the learner to talk.
- take notes while the learner is speaking or ask the learner to write an account.

- try to investigate the allegation yourself.
- promise confidentiality e.g. to say you will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a learner of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the principal.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the principal for advice. During term time, the DSL or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and learners are encouraged to express and have their views given due weight in all matters affecting them.

Children with Special Education Needs and Disabilities (SEND)

Learners with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behavior, mood or injury relates to the learner's additional needs without further exploration. Staff understand that additional challenges can exist when recognizing abuse and neglect in learners with SEND, including communication barriers. Staff recognize that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify learners with additional communication needs and whenever possible, these learners are given the chance to express themselves to a member of staff with appropriate communication skills.

Peer on Peer Abuse

All children have a right to attend school and learn in a safe environment. All peer-on-peer abuse is unacceptable and will be taken seriously. Staff recognize that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys' perpetrators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting or sexism or
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the school behaviour policy.

Victims, perpetrators and any other child affected by peer-on-peer abuse will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimize the risk of peer-on-peer abuse by providing:

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviour, healthy relationships and keeping themselves safe.
- established/publicized systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

Reporting

The CPO will involve DSL and social worker to decide if further investigation from an outside agency is necessary. Depending on the nature and severity of the case, the DSL and Child Safeguarding Officer have the authority to contact outside agencies including law enforcement, trauma unit, or medical care.

Corporate Office Governors MUST be informed formally before contacting any external bodies

Confidentiality

KHAS ensures all matters are investigated thoroughly and in confidentiality by:

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a 'need-to-know' basis, but you do not need to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in Appendix B and allegations of abuse against staff in Appendix C.

Recognizing Abuse and Taking Action

Urgent cases MUST be reported to Corporate Governors who will decide of next steps.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If a child is in immediate danger

- You can report child abuse to MoI through the hotline number 116111 or through the MoI's Child Protection Centre's website and the 'Hemayati' (Arabic for protect me) app (available on Android and iOS). Other channels:
    - EWAA Shelter for Women and Children on hotline: 8007283

- Community Development Authority in Dubai
- Dubai Foundation for Women and Children on 800111

If a child discloses a safeguarding issue to you, you should:

- T.E.D Listen, Explain, Describe
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL.

If you have concerns about a child (as opposed to a child being in immediate danger)

- Follow Procedures as laid out in Appendix A.
- Fill out your Initial Mandatory Report form and submit to the CPO.

Concerns about a staff member or volunteer

- If you have concerns about a member of staff or volunteer, speak to the principal. If you have concerns about the principal, speak to the chair of governors. You can also discuss any concerns about any staff member or volunteer with the DSL.
- The principal/chair of governors/DSL will then follow the procedures set out in Appendix C, if appropriate.
- The DSL (or chair of governors, in the case of a concern about the principal) will also inform the designated officer for the local authority.

Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of students hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services, if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualized or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by speaking to the school Guidance Counsellor.
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Notifying Parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff, such as the D/DSL, CPO, and school Guidance Counsellor, will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Mobile phones, cameras, and SMART devices

Staff are allowed to bring their personal phones or SMART devices e.g. SMART Watches to school for their own use, but will limit such use to non-contact time (outside classroom in staffroom) when pupils are not present. Staff members' personal phones or SMART devices will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones, cameras or SMART devices.

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix C).

Records and Documentation (Use Initial Mandatory Report – Attached)

Records of all allegations are crucial to protecting children from abuse and harm. Documentation of allegations must contain accurate and factual information. Records will be kept with the DSL in a locked file. When deemed necessary, outside agencies may be contacted to deal with legality of allegations of abuse or harm.

Distance Learning

Building positive relationships with students is important to staff at KHAS. These guidelines aim to support staff maintain those positive relationships in a safe way whilst we conduct online learning.

Video conferences whilst different in nature should be kept as near to normal as possible between the student(s) and staff. Whilst this may feel different for parents, caregivers and students, the school aims to create an environment that mirrors usual practice as much as possible. To ensure high quality teaching, learning and pastoral care, this may involve times when staff speak with one student at a time.

To safeguard staff and students please follow these guidelines:

Academic Staff should:

- Keep doors open, and if possible, have another teacher/adult in the same room or in line of audio or visual sight when speaking with an individual student via video conference.
- Ensure all face-to-face conversations use the official school software/ platforms
- If one-to-one, record the conference
- Store recorded conferences on school drive/server not personal drive or server

The Guidance Counsellor should:

- Only use the official school online learning platform to video conference or call.
- Seek permission from the parent to carry out 1:1 session with students
- Ensure any 1:1 session with students is recorded
- Store recorded conferences and case logs on school drive/serve, not personal drive or server

Do:

- Do feel free to contact students. This is important to them and makes them feel connected to the school community. They will appreciate you reaching out to offer support.
- Use the school's official e-learning platform
- Use only your school e-mail when communicating with students or parents
- Share lesson resources via the school's OneDrive and using the class Microsoft Team account owned by the school

- Organize support lessons as needed after seeking approval from your Head of Section and notify parents and seek their permission for their children to attend these sessions.

Don't:

- Give your personal number out.
- Make contact through social media.
- Meet students outside of school to re-teach content, chat or support.
- Become too familiar with the students. Remember you are staff, and they are children which means boundaries exist and should not be crossed.

Child Protection concerns may arise. If children disclose a concern, please follow the Child Protection protocol by:

- Validating the students' feelings, reassure them and thank them for trusting you with this information.
- Reassuring the student that the concern will be handled with care, and this includes letting someone else know.
- Contact the school's Designated Safeguarding Lead or Deputy Safeguarding Lead
- Write down the disclosure in detail using the standard Mandatory Reporting Form and e-mail it directly to the Designated Safeguarding Lead and Deputy Safeguarding Lead using your school's official email.
- Be assured all concerns are assessed and actioned. Disclosures are always followed through. Please trust in the system.

Additional Concerns of Abuse and Harm

Please refer to our Anti-Bullying Policy and Cyberbullying Policy.

Review and Revision

The KHAS Child Protection Policy and all specified procedures are subject to annual scheduled review and revision to ensure newly employed staff are sufficiently trained, policy procedures are transparent among all stakeholders, and implementation is carried out readily.

Appendix A: Child Protection Policy Procedures

Procedure protocol is a basis for eliminating further instances of abuse or harm. All allegations should be handled on a case-by-case basis. Respecting the rights of the parties involved and ensuring confidentiality must be considered at all times. The immediate response, urgency of the matter, and the investigation shall dictate the process.

All allegations of abuse or harm will be taken seriously by all KHAS Staff and follow the procedures as specified below. This document should be used as a guideline as each case will require individualized attention.

All allegations will be addressed with urgency and will be reported to the appropriate staff immediately. Any staff noticing signs of abuse or harm or any staff to whom allegations of abuse or harm were reported will

inform the School's Designated Safeguarding Lead (DSL) who is the School's Principal/Vice Principal(s) who will instruct/advise staff of the next steps in the process of reporting and documentation of any alleged instances of abuse or harm.

All information will be kept confidential and stored in a locked file. A preliminary investigation will be conducted to observe the child and collect pertinent information. The DSL will inform the Phase Social Worker who will also gather necessary information. The KHAS Administration will be notified accordingly depending on the nature of the allegation.

Observation and investigation will be carried out regardless of the magnitude of the allegations. All documentation will be kept confidential as deemed necessary.

Outside agencies may be contacted to assist in the process of investigation and with any legal ramifications.

Subject to the outcome, counselling and intervention sessions along with behavioural plans may be implemented.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead (s):

PRINCIPAL

Put concern in writing on a Safeguarding concern form

Hand concern form to: DEPUTY DSL

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

The Local Governing Board Designated Safeguarding Governance for concerns about children and staff is:

Contact Details:
principal@khas.sch.ae
06 8011611

Decision made to monitor the concern

Decision made to discuss the concern informally with the parents/guardians

Decision made to refer the concern to Safeguarding Governors

Monitor

Discuss

Refer

Class teacher asked to monitor child and give feedback to the Designated Safeguarding Lead within an agreed timescale

Monitor

Once discussed with parents, Designated Safeguarding Lead decides to discuss further with parents, monitor or refer to Principal

Refer

Designated Safeguarding Lead discusses decision with a senior teacher or the head and agree to refer to Principal/ Safeguarding Governors

In exceptional circumstances, anyone may report concerns directly to Safeguarding Governors

Helpline: the Sharjah Centre for Child Protection 800 700

Record

Designated Safeguarding Lead keeps concern form in a secure, confidential locked safeguarding file

Contact Details:

Referrals: DUBAI CHILD PROTECTION CENTER Al Barsha: 800 988

Email: child@CDA.gov.ae

Online reporting: www.moi-cpc.ae

Appendix B: Child Protection Policy – Confidentiality

Confidentiality is the protection of personal, private, and sensitive information. KHAS recognizes and reinforces the importance of protecting an individual's privacy.

In order to establish a form of trust among children, it is important to ensure a child understands their personal information will be treated respectfully and confidentially. KHAS staff support a safe and nurturing environment of effective care and realize the student/staff relationship is essential to creating such an environment.

- KHAS is committed to developing creative and positive ways for the child's voice to be heard while recognizing the responsibility to use, hold, and safeguard information received.
- KHAS is mindful that it is placed in a position of trust by all involved and there is a general expectation that a professional approach will be used in all matters of confidentiality.
- All information about individual children is private and should only be shared with those staff on a need-to-know basis. This includes contact information, telephone numbers, and emails.
- All reports and documentation shall be kept with the social work in a locked file case.
- A consent form will be signed by any pertinent members for a release of information to any investigating agency such as a medical doctor or law enforcement agent.

Exceptions: Limited Confidentiality Circumstances

The key to safeguarding and promoting children's welfare often hinges on the timely sharing of information as it enables intervention to take place immediately.

If a child is at risk of being abused or harmed, confidentiality can be breached in order to provide the necessary response. The release of information without consent is supported by KHAS in order to provide the highest care to all children suspected of being abused or harmed.

KHAS staff must use their professional judgments based on individual case facts whether information should be shared. The key consideration in making these judgments is the safety and welfare of the child. There should be a clear and legitimate purpose for sharing information without consent.

Appendix C: Allegations of Abuse against Staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment, and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school.

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the principal (or chair of governors where the Principal is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence

of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or guardians of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or guardians of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or guardian who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or guardians of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the authority where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform the local authorities of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week

- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the relevant authority for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the KHDA to consider prohibiting the individual from teaching (as appropriate).

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or guardians of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix D: KHAS Staff Training Modules

Training Packet

Practical learning tools, resources, and exercises

Designated Safeguarding Lead (DSL) - School Principal-Vice Principal(s), Heads of Phases, School Guidance Counsellor and SENDCO.

Objectives:
To introduce all KHAS staff to the Child Protection Policy and to equip them to develop, implement, monitor, and evaluate their knowledge in safeguarding the well-being of children.

Child Protection:
Safeguarding Children – the action we take to promote the welfare of children and protect them from harm – is everyone's responsibility. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information, and taking appropriate action.

All KHAS staff are mandatory reporters. A mandated reporter shall report concerns and allegations of abuse or harm to the Designated Safeguarding Lead (DSL). If any KHAS staff is informed of a concern related to the protection of children, the staff member is obligated to report information to the DSL. The DSL will begin investigative procedures.

Online Training Modules
The following online training modules were developed by the California Department of Social Services.

Purpose:
To address the specific issues and concerns of School Personnel with regard to mandated reporting requirements.

Desired Outcomes:
This program is self-paced and will provide an overview of the significant definitions, requirements and protections of the California Child Abuse & Neglect Reporting Act (CANRA). You will learn:

- What the law requires of you as a mandated reporter
- How to spot indicators of possible child abuse or neglect
- How to talk to children about suspected abuse
- How to make a report
- What happens after a report is filed
- Special issues related to child abuse reporting in the school environment

Mandated Report Training and Exam

The following online training modules were developed by the California Department of Social Services.

This program is self-paced and will provide an overview of the significant definitions, requirements and protections of the California Child Abuse & Neglect Reporting Act (CANRA). You will learn:

- What the law requires of you as a mandated reporter
- How to spot indicators of possible child abuse or neglect
- How to talk to children about suspected abuse
- How to make a report
- What happens after a report is filed
- Special issues related to child abuse reporting in the school environment

KHAS Training:

The importance of the R's: Recognizing, Responding, Recording, and Reporting

1. Recognize

Child abuse occurs when a child has been subjected to physical, sexual, or emotional abuse and/or neglect which has resulted in, or is likely to result in, harm to the child's wellbeing. Child abuse may involve ongoing, repeated or persistent abuse, or arise from a single incident.

2. Respond

How should I respond if a child discloses information regarding abuse or harm? All staff must be aware of the immediate needs of children making disclosures and respond accordingly.

If a child discloses information to you:

- Use protective interrupting (see next page) if their disclosure is in a public situation (for example, during a lesson).
- Find a quiet place to talk.
- Reassure the child that telling was the right thing to do.
- Allow the child to tell the story in their own words.
- Let the child know what might happen next.
- Show support by using active listening.
- Assess the child's immediate safety.
- Document and report the allegations to the DSL as soon as possible.

***You are advised to avoid the following behaviour:

- Dismissing or ignoring the disclosure.
- Putting words in the child's mouth, pushing for details.
- Making the child repeat the disclosure to a third party.
- Stopping the child from talking once there are reasonable grounds for forming a belief that abuse occurred.
- Promising not to tell when there are clear limits on confidentiality.
- Confronting the person believed to be the abuser.
- Engaging in general staffroom discussion about the child's disclosure.

NOTE: Staff should be aware that a disclosure can arouse personal feelings of shock, anger and helplessness. It is important to conceal these feelings at the time of a disclosure.

3. Record

Documentation of allegations of abuse or harm must be detailed, descriptive, and factual. The Initial Mandatory Report Form is available from the DSL and should be filled out immediately after concerns are made.

4. Report

Reporting involves providing information to the DSL in regard to any concerns or allegations made. The DSL and social worker will decide if outside agencies must be contacted for further investigation.

Appendix E: Protective Interrupting

What is protective interrupting?

Protective interrupting is a strategy to prevent a child disclosing in front of other students and providing them with the opportunity to disclose in a safe and confidential manner.

Protective interrupting involves the following steps:

1. Interrupt the child by acknowledging them and preventing further disclosure e.g. "Thank you, it sounds as though you have something important to talk about, why don't we have a chat at recess?"
2. Be supportive and gently indicate that the child can talk in a more private situation.
3. Quietly arrange to see the child as soon as possible.
4. Listen attentively in a private location within the school and reassure the child that telling was the right thing to do.
5. If abuse is disclosed, explain to the child that because they are being harmed you need to make sure they are safe and gain some help for them. **Do not promise the child you will keep it secret.**
6. Reassure the child that the abuse was not their fault.
7. Explain what is likely to happen next.
8. Report the abuse as soon as possible. Follow procedures within this policy.

Appendix F: Bullying

What is Bullying?

Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. The behaviour is often repeated and habitual. Bullying can be done one-to-one or by a group. Bullying is often considered part of growing up, but bullying can be damaging and result in a life-long diminish in a person's quality of life as bullying may lead to very serious outcomes including death. The bullied child may isolate themselves, lose confidence, disassociate with friends, and lose interest in school. It is important to eliminate bullying in schools.

A bullying incident, including cyber bullying, will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

There may be occasions when a student's behavior warrants a response under the school's child protection procedures rather than the school's disciplinary procedures.

When incidents of bullying are made aware, the school will internally investigate the situation.

KHAS promotes a safe environment with zero tolerance for acts of bullying. The DSL provides educational initiatives promoting positive behaviors and interactions. When instances of bullying occur, the DSL will utilize

appropriate interventions with the possibility of developing behavior plans for students involved. In some cases, students will receive counseling and parents will be notified. Such intervention will involve continued monitoring to eliminate reoccurrence.

Appendix G: Types of Abuse

Abuse occurs in different settings and in different ways. It is important to recognize there is no specific set of circumstances alluding to child abuse or harm. Each case is different and should be evaluated according to the individual. Typically, harm can come from oneself, peers, adults, or society. These are described as:

Self-harm: deliberately cutting or harming oneself; suicidal thoughts; attempted and actual suicide.

Peer Abuse: bullying (physical and/or psychological); physical and sexual abuse; gang violence.

Abuse by Adults: domestic violence (physical, psychological, sexual); corporal punishment in schools and organizations; sexual abuse and exploitation.

Societal Abuse: a social, political, economic and cultural environment, which actively encourages or condones violence against children, e.g. political campaigns that encourage 'clearances' of street children.

Religions and cultures, which encourage physical and humiliating punishment of children as acceptable childrearing practices; harmful traditional practices.; high prevalence of violence in the media; cultural attitudes which condone violence against women in the home / which promote ideas of women and children as being the 'property' of men / parents rather than as human beings deserving of equal rights.

Abuse, including neglect, and safeguarding issues are rarely standalone vents that can be covered by one definition or label. In most cases, multiple issues will overlap.

Definitions of Child Abuse

Child abuse can be categorized into four different types:

1. **Neglect**

   Neglect can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, medical care. Neglect generally becomes apparent in different ways over a period of time rather than at one specific point. It is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

   Once a child is born, neglect may involve a parent or guardian failing to:

   - Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2. **Emotional abuse:**

Emotional abuse is normally to be found in the relationship between a caregiver and a child rather than in a specific event or pattern of events. It occurs when a child's need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms. It is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

3. **Physical abuse:**

Physical abuse is any form of non-accidental injury or injury which results from willful or neglectful failure to protect a child. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or guardian fabricates the symptoms of, or deliberately induces, illness in a child.

4. **Sexual abuse:**

Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal or for that of others. It involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix H: Resources & Exercises

Articles:

Why and How to Talk to Children-Listening as a Way of Life

This article discusses the importance and benefits of listening, being able understand how children feel, and how listening is a foundation for honesty, collaboration, and responding to challenges. Included are case studies to help promote effective listening skills.

http://lx.iriss.org.uk/sites/default/files/resources/Why%20and%20how%20we%20listen%20to%20young%20children.pdf

Bullying- What children are telling us about bullying

This article talks about types of bullying and key issues surrounding bullying.

http://lx.iriss.org.uk/content/what-children-are-telling-us-about-bullying

Child neglect: Experiences from the Frontline

The damaging effects of neglect are discussed.

http://lx.iriss.org.uk/content/child-neglect-experiences-frontline

It's everyone's job to make sure I'm alright: Report of the Child Protection Audit and Review

A report focusing on the reduction of child abuse and neglect.

http://lx.iriss.org.uk/content/its-everyones-job-make-sure-im-alright-report-child-protection-audit-and-review

PRACTICAL EXERCISE 1:

What are we protecting children from?

To exchange ideas on what 'child protection' means to different people and to come to an agreed definition. Brainstorm ideas: participants contribute ideas on - 'What are we protecting children from?'

Possible answers: abuse, neglect, violence, adults, bad people, strangers, war, drugs, unwanted diseases, discrimination, bullying, and/or pain.

Child protection
A broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both *intentional* and *unintentional* harm. In the current context, it applies particularly to the duty of organizations -and individuals associated with those organizations - towards children in their care.

A **Child Protection Policy** provides a framework of principles, standards and guidelines on which to base individual and organizational practice in relation to areas, such as:

- Creating a 'child safe' and 'child friendly' organization (in relation to environmental safety as well as protection against physical, psychological and sexual abuse)
- Prevention of abuse
- Personnel recruitment and training
- Robust management systems
- Guidelines for appropriate and inappropriate behavior / attitude
- Guidelines for communications regarding children
- Recognizing, reporting and reacting to allegations of abuse
- Ramifications of misconduct for those failing to follow the policy

PRACTICAL EXERCISE 2: 'Abuse or not abuse?'

To clarify how you decide what makes one thing abuse and another thing not abuse.

Divide into pairs or small groups, discuss the following statements and decide whether they refer to cases of abuse or not. Keep the following questions in mind:

How did you decide?
What makes one thing abuse, and another thing not abuse?

Is it abuse when.....

- A 12-year-old is slapped hard with a hand.
- A baby is shaken by its mother.
- A father sleeps in the same bed as his 12-year-old daughter.
- A mother sleeps in the same bed as a 14-year-old son with a disability.
- Parents walk around the house naked in front of the children.
- A mother tells her young son that she wishes he had never been born.
- A man persuades a 10-year-old into sexual acts by offering affection and money.
- A 13-year-old boy is beaten with a belt for telling lies.
- A 6-year-old girl is left on her own at home, for several hours every night, while her mother goes out to work.
- A 7-year-old boy is sent out to sell sweets on the streets for 10 hours a day.
- A 10-year-old girl is told to go out and not return home until she has enough money to buy food for supper.
- A 2-year-old is tied to a post while her mother is making bricks by hand.

Keep in Mind-Perceptions

What is the context of the behaviour?

Is the behaviour age appropriate?

Are there cultural, gender, or religious factors to consider?

Is the activity of a sexual nature?

Are the forms of discipline proportionate to the behaviour?

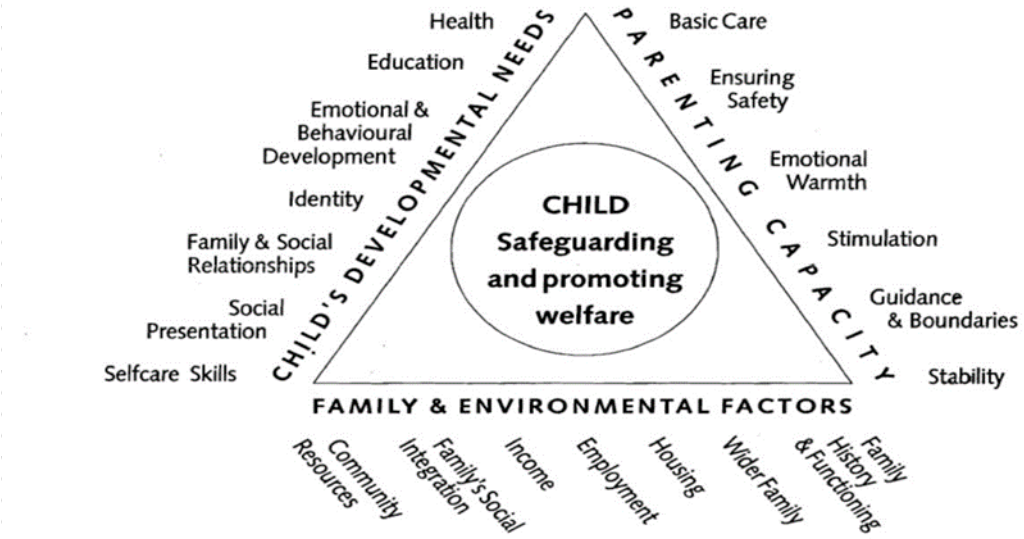
Is the behaviour repeated?

Appendix I: Indicators of Neglect & Abuse

Common Indicators and Signs of Abuse and/or Neglect:

Physical Abuse:	✓ Frequent bruises, burns, sprains, dislocations, bites, cuts ✓ Improbable excuses given to explain injuries ✓ Injuries which have not received medical attention ✓ Injuries, which occur to the body in places, which are not normally exposed to falls, rough games, etc. ✓ Repeated urinary infections or unexplained tummy pains ✓ Refusal to discuss injuries ✓ Withdrawal from physical contact ✓ Arms and legs kept covered in hot weather ✓ Fear of returning home or of parents being contacted ✓ Showing wariness or distrust of adults ✓ Self-destructive tendencies ✓ Being aggressive towards others ✓ Being very passive and compliant ✓ Chronic running away Torn clothing ✓ Bite marks burns or welts ✓ Bruises in places difficult to mark e.g. behind ears, groin ✓ Undue or unnecessary fear ✓ Aggressiveness or withdrawn ✓ Absconding frequently from home
Neglect:	✓ Frequent hunger ✓ Failure to grow ✓ Stealing or gorging food ✓ Poor personal hygiene ✓ Constant tiredness ✓ Inappropriate clothing, e.g. summer clothes in winter ✓ Frequent lateness or non-attendance at school ✓ Untreated medical problems ✓ Low self-esteem ✓ Poor social relationships ✓ Compulsive stealing ✓ Drug or alcohol abuse ✓ Frequent minor or serious injuries ✓ Untreated illness ✓ Hunger, lack of nutrition ✓ Tiredness ✓ Inadequate and inappropriate clothing ✓ Lack of supervision ✓ Low self esteem ✓ Lack of peer relationships
Emotional Abuse:	✓ Physical, mental and emotional development is delayed ✓ Highly anxious ✓ Showing delayed speech or sudden speech disorder ✓ Fear of new situations

	✓ Low self-esteem ✓ Inappropriate emotional responses to painful situations ✓ Extremes of passivity or aggression ✓ Drug or alcohol abuse ✓ Chronic running away ✓ Compulsive stealing ✓ Obsessions or phobias ✓ Sudden under-achievement or lack of concentration ✓ Attention seeking behavior ✓ Persistent tiredness ✓ Lying ✓ Unreasonable mood and/or behavioural changes ✓ Aggression, withdrawal or an 'I don't care attitude' ✓ Lack of attachment ✓ Low self esteem ✓ Attention seeking ✓ Depression or suicide attempts ✓ Persistent nightmares, disturbed sleep, bedwetting, reluctance to go to bed ✓ A fear of adults or particular individuals e.g. family member, baby-sitter or indeed excessive clinginess to parents/guardians ✓ Panic attacks
Sexual Abuse:	✓ Age-inappropriate sexualized behavior ✓ Physical indicators ✓ Behavioral indicators (general and sexual) which must be interpreted with regard to the individual child's level of functioning and development stage ✓ Over affectionate or inappropriate sexual behaviour ✓ Age-inappropriate sexual knowledge given the child's age, which is often demonstrated in language, play or drawings ✓ Fondling or exposure of genital areas ✓ Hints about sexual activity ✓ Unusual reluctance to join in normal activities which involve undressing, e.g. games / swimming



Appendix J: Guidance on how to respond to a student wanting to disclose

GENERAL POINTS	DON'T SAY
Show acceptance of what the child says (however unlikely the story may sound).	Why didn't you tell anyone before?
Keep calm.	I can't believe it!
Look at the student directly.	Are you sure this is true?
Be honest.	Why? How? When? Who? Where?
Tell the child you will need to let someone else know – **don't promise confidentiality.** A useful distinction to make when explaining the difference between **privacy** and **confidentiality** to a student is: you *cannot promise* to keep a conversation private but you *can keep it confidential* by only informing the people who need to know in order to help the student.	Never make false promises.
Even when a student has broken a rule, they are not to blame for the abuse.	Never make statements such as 'I am shocked, don't tell anyone else.

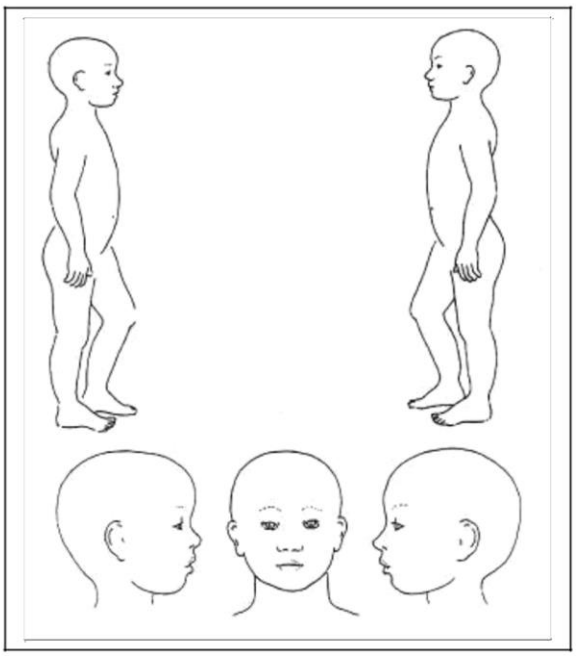
Name of injured child	
Date of birth of injured child	
Name of person witnessing injuries	
Date when injuries were witnessed	
Date when information recorded	
Time when information recorded	
Description of all injuries	

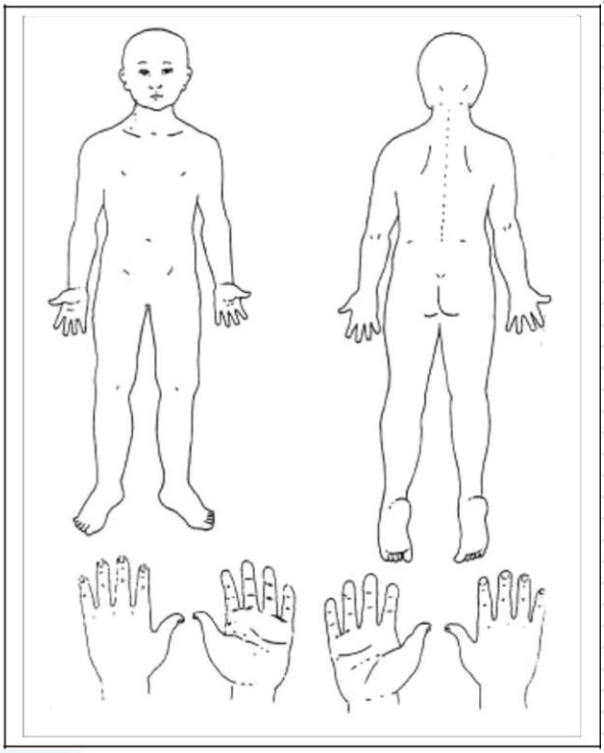
KEY	
B	Bruise
S	Scratch
C	Cut
F	Broken Bone or Fracture
W	Weal or burn
X	Other Injury

Never push for information. If the student decides not to tell you after all, then accept that and let them know that you are always ready to listen.	
Never ask leading questions and try to record what the child says verbatim	
Be aware that the student may have been threatened or bribed not to tell.	
Helpful things you may say or show	**Concluding**
I understand what you are saying.	Again, reassure the child that they were right to tell you and show acceptance.
Thank you for telling me.	Let the child know what you are going to do next and that you will let them know what happens.
It's not your fault.	Contact the appropriate senior member of staff or agency.
I will help you.	Consider your own feelings and seek pastoral support if needed.

Appendix K: Body Mapping of Injury Form

Place appropriate letters at sites of injuries on diagrams below





Appendix L: Reporting and Acting on Child Abuse and Neglect

All KHAS staff should immediately report information regarding child abuse or neglect to the DSL. Decisions and the next steps to take in response will be decided upon by the DSL and social workers. No straightforward plan can be decided upon beforehand, as each case must be dealt with individually.

Certain warning signs or indicators may represent abuse or neglect, but one should not automatically assume the child is being abused or neglected. Investigation through direct questioning should be utilized to gain appropriate information. Professional judgment, based on individual circumstances will allow the staff member to decide the best course of action.

KHAS has a zero tolerance for any forms of child abuse or harm. When in doubt, report all suspected forms of abuse to the DSL. It is important to emphasize that children are the victims and are never to blame for any types of abuse or harm.

RISK MANAGEMENT IN CHILD PROTECTION-Analyzing the risks to children within your organization is an important aspect of child protection. All facilities must acknowledge that risk exists. Having a clear Child Protection Policy and Procedures in place with reduce risk.

Risks are increased when:
Failure to properly screen job applicants may lead to a child abuser working for your organization
Failure to provide safety equipment (clothing, eye protection etc.) for activities such as metalwork may result in a child being injured through your vocational training program
Failure to keep a child's records securely locked up may result in them being lost and/or getting into the wrong hands (e.g. other children who may then tease the child or an adult who uses sensitive information to emotionally blackmail a child).

Correctly, identifying risks and taking steps to minimize them in an organization is essential to the development of effective child protection policies and procedures.

Alarming Statistics-Violence against children

- It is impossible to measure the true magnitude of violence against children worldwide. There is a lack of data on the exact number of child victims because so much happens in secret and is not reported. However, between 500 million and 1.5 billion children are estimated to experience violence annually. In each year as many as 275 million children worldwide are estimated to witness domestic violence.
- In the Global School Based Student Health Survey, between 20% and 65% of school-aged children reported being verbally or physically bullied in school in the previous 30 days.
- While the family should be the natural environment for protection of children, the home can also be a place where children experience violence in the form of discipline. Data from 37 countries shows that 86 percent of children 2–14 years old experience physical punishment and/or psychological aggression. Two out of three children are subject to physical punishment.

- The National-ABU DHABI // Prosecutors are receiving more reports of physical or sexual abuse of children as public awareness of the issue grows.
    - Some initial reports do not result in a prosecution and cases of physical assault declined last year, but the number of sexual abuse cases rose.
    - There were 59 cases of sexual abuse of children last year compared with 47 in 2013, while the number of cases of non-sexual physical abuse fell from 44 to 28, said Mohammed Al Dhanhani, head of the family prosecution service in Abu Dhabi.
- Most children became victims of sexual abuse because of a lack of parental supervision, Mr Al Dhanhani said. He described the case of a boy, 9, who reported that he had been molested outside his home at 10pm.
- Rates of bullying vary across studies (from 9% to 98%). A meta-analysis of 80 studies analyzing bullying involvement rates (for both bullying others and being bullied) for 12-18 year old students reported a mean prevalence rate of 35% for traditional bullying involvement and 15% for cyberbullying involvement (Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014).
- 64% of children who were bullied did not report it; only 36% reported the bullying (Petrosina, Guckenburg, DeVoe, & Hanson, 2010).
- More than half of bullying situations (57%) stop when a peer intervenes on behalf of the student being bullied (Hawkins, Pepler, & Craig, 2001).

Appendix M: Communicating with Parents

KHAS will ensure the Child Protection Policy is available publicly either via email or by other means. Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioral response it prompts e.g. a child being subjected to abuse, maltreatment or threats forced to remain silent if alleged abuser informed.
- Leading to an unreasonable delay.
- Leading to the risk of loss of evidential material.

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

INITIAL MANDATORY REPORT

REPORTING ALLEGATIONS/CONCERNS OF ABUSE OR HARM OF CHILDREN

Is the child in immediate harm? ☐Yes ☐No

If yes, have outside agencies been contacts? ☐Yes ☐No

What was the outcome of notifying the outside agency? ☐Yes ☐No

Explain below:

_____

_____

The DSL has been informed of allegations. ☐Yes ☐No

MANDATORY REPORTER DETAILS:

Person's Name:	
Profession:	
Organization Name:	
Contact Number:	
Email address:	
Date of Report:	
Date of Alleged Incident:	

CHILD'S DETAILS:

Name:			*Gender:*	M/ F	*Family #:*	
Date of Birth:			*Age:*		*Grade:*	
Address:						
Contact #:			*Alternate Contact Number:*			
Disability:	☐Yes ☐No		Type:			
Child aware of Report:	☐Yes ☐No					
Interpreter Required:	☐Yes ☐No		Interpreter's Name:			

CHILD'S PARENT OR LEGAL GUARDIAN INFORMATION:

Name:		*Gender:*	M/ F		
Date of Birth:		*Age:*			
Address:					
Contact #:		*Alternate Contact Number:*			
Person aware of Report:	☐Yes ☐No				
Relationship to Child					

PERSON BELIEVED RESPONSIBLE FOR ALLEGED ABUSE OR HARM (if known):

Name			
Address			
Contact #		Country of Origin:	
Relationship to child/young person (if known)			
Do you know if this person is known to Police?	☐Yes ☐No		

DOCUMENT SUMMARY: TICK THE TYPE OF ABUSE OR HARM

Sexual ☐ Physical ☐ Emotional ☐ Exploitation ☐
Inappropriate Behaviour ☐ Neglect ☐ Self-Harm ☐

DETAILED REPORT:

Please include all details to the best of your knowledge. Ensure details are descriptive, accurate, and factual. When using narrative ensure the reader is able to understand what the child has conveyed.

DETAILS:

If a child has been physically abused with evidence of marks, please use the body mapping form to indicate specific location, size, and color of any bruising. If child has reported a mark on their body that you cannot view, the CPO can require the assistance of the nurse to complete the body mapping form.

Signature of Person Completing Report: ……

Designation: ……. Date: ……

Signature of Person Receiving Report/CPO: ……

Designation: …… Date: ……

Signature of DSL: …… Date: ……

UNDERTAKING LETTER FOR CHILD PROTECTION

Academic Year ……

I, _____ have access to, have read and have understood the contents of the following documents and understand my role and responsibilities as set out in these document(s):

(1) The School's Child Protection Policy

(2) Positive Behavior Policy

(3) Anti-Bullying Policy

(4) Cyberbullying Policy

(5) Health and Safety Policy

(6) Wadeema's Law

I am fully aware that the CPO of KHAS is:

……

I am fully aware that the DSL of KHAS is:

……

I am fully aware that the D/DSL of KHAS is:

……

I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the Principal's/Vice Principal Office.

Signed_____ Date_____