



Introduction

All staff employed by EFIA is committed to create a safe and supportive environment for children, safety of a student is considered to be the paramount concern of all Staff members of the institution. Children have the right to live in healthy environment, without violence and without fear. The school ensures that, day to day contact with respective students during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse or changes in behavior in the students. The school child protection policy provides clear direction to staff and others about expected behavior when dealing with child protection issues.

Purpose

The purpose of the policy is to ensure the child safety and protection which provides clear direction to staff and others about prevention of illness, prevention and treatment of sickness, the physical safety of children. The policy also focuses the expected behavior when dealing with child protection issues. By having a effective policy explicit the school is committed to the develop of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively as well as professionally to support the needs of the child.

1. THREE MAIN AIMS OF CHILD PROTECTION POLICY;

- Alertness, awareness, prevention and early detection of signs of physical and emotional sickness, illness, abuse, discomfort, and anti-social behavior.
- To make sure that all the students are protected, cared & guided .
- Pastoral support offered to pupils for creating a positive school atmosphere and the teaching. Protecting the pupil by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child safety and protection concerns. Support to pupils who may have been abused.

School policy

All staff recruited to work at Emirates Future International Academy School must provide evidence of a police check to ascertain their suitability to work with children. This must be supported by the confidential references from previous employers which must specifically state that they have no reason to suspect any wrong doing or harbor any concerns regarding the candidate's suitability to work with children.”





Main aim of the policy

We aim to safeguard and promote the welfare of children at the school is in compliance with:

- ADEC & HAAD.
- UAE Federal Law NO. 3 of 2016 on Child Rights
- UAE Federal Law No. 3 of 1987 on Penal Code

As recommended, the policy recognizes the need for a designated practitioner to take lead responsibility for safeguarding children and liaising with local statutory agencies as appropriate.

- Principal is kept fully informed of any concerns, and has all the information necessary in order to make decisions on further action
- Staff is aware of these procedures.
- Safeguarding procedures are followed in the school.
- Appropriate training and support is provided to all staff.
- Accurate records are maintained on individual cases
- Records are kept in a secure place and marked “Strictly Confidential”
- Parents and staff have guidance about obtaining support.
- Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for physical education, which equip pupils with the skills they need to stay safe from abuse.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Further information can be obtained from the school Counsellor.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues.

2. ROLES AND RESPONSIBILITIES

1. All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools. They are the Principal, Vice Principal, Academic Supervisors, Coordinators and School Counsellor.





2. It is the role of the Designated Child Protection Coordinator to ensure that all of the child protection procedures are followed within the school. Additionally, it is the role of the School Counsellor to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advice staff and to offer support to those who required the same.
 3. Every staff member is advised not to physically touch/verbally abuse a child. The School has a well-defined policy with regard to Teacher's code of conduct and behavior.
 4. Corporal Punishment is not acceptable and adapting to such punishment would lead to the termination of the job and legal intervention.
1. All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools who have specific responsibilities under child safety and protection procedures.

Duties:- All staff can expect to carry out a duty during the course of the school year. It is very important that we report on time for our duty. We must be seen on duty and be vigilant. It is one of the ways how we can prevent various disorder/unwanted incidents. A team leader will be checking staff is in position and carrying out their duties.

Corridor duties: General patrol keeping, make sure students collect food in a quiet and orderly manner. Make sure the students move up and down the staircase in a disciplined way.

Bus Duty: Make sure students are in proper line and uniform before boarding the bus. Prefects will be assigned for dispersal duty; presence of the teacher is also very important, attendance to be taken before the bus departs.

Protection Training and Support

- All staff members must report any abuse (sexual, physical, psychological and emotional abuse or neglect of a child) to the Principal/Vice Principal so that timely action can be taken to protect the child. The reporting can be done in the following ways:
- This is to be followed by a written report (a prescribed form to be filled up, available with the School Counsellor).





- The Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. The school will ensure that the Designated Child Protection coordinator also undertakes training to keep knowledge and skills up to date.
- Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.
- Support will be available for staff from the Head Teacher in the first instance, and from members of the school's leadership team where there are concerns about queries about child protection.
- All staff should have access to advice and guidance on the boundaries of appropriate behavior and conduct.
- All staffs will be trained child protection methods by specialized agencies through inductions, briefings and awareness programme. It will be organized by the School Counselor and the Principal.
- Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the School Counselor /Principal. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- Staff must be kept informed about child protection responsibilities and procedures through induction, briefings and awareness training.
- The Principal will ensure they are aware of the school's policy and the identity of the Designated Child Protection coordinator.
- Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated coordinator or in their absence, the Deputy Designated Coordinator

Measures of Students protection

- This policy shall act as a reference in respect of all measures and procedures taken by Schools to protect students from any form of abuse or harm. This policy shall include,
- The safety of School buildings, transportation and School activities.
- Students' health, welfare and well-being.
- Conduct and discipline of students.
- Confidentiality of students' personal data.
- Security of School IT systems.
- Supervision of students at all times during school day hours and related School activities.





- Counselling and School support services, enabling students to have access to a trusted professional counsellor, or a social worker, or someone in an equivalent position.
- Reporting procedures in respect of any incident affecting the security of students within the 24 hour of the incident School to Parents/Guardians, ADEC and other related government entities.
- Confidentiality of reports and investigations related to any kind of student abuse and communications when dealing with the Council and relevant government entities.
- Provision of on-going First Aid training, and dissemination of knowledge regarding all health, safety and prevention matters so that all School staff knows what is expected of them and what to look out for with respect to the protection and safety of students (e.g. First Aid, CPR).

Incident reporting

All incidents of abuse which students may face including exploitation, violence and/or any other physical harm, sexual abuse, or any emotional threat, or harm of any kind, all of which will be referred to as “abuse of students” will be informed to . If any such incident is proven or suspected, it is the responsibility of the School’s Principal (or in the case of the abuse being carried out by the School’s Principal, the Chair of Board of Trustees/School Owner) to:

- Take immediate steps to safeguard all those involved, such as reporting incidents to the relevant official entities, taking into account other laws that may be related to the incident.
- Immediately inform the PSQA Sector, Licensing and Accreditation Division, of the incident by telephone, and in writing within 24 hours of the incident.
- Report the incident immediately to concerned Parents/Guardians.
- Immediately suspend any member of staff who is accused of an offence involving student abuse if the alleged staff abuse involves a crime according to the provisions of prevailing UAE Laws, as per article 112 of the Labour Law (including notifying the relevant authorities), until an investigation in this matter is completed and a decision is made concerning this member of staff’s fitness to continue to work at the School.
- Where the School uncovers a case of severe abuse to a student outside of School, it must take the matter seriously and follow up the case with the social worker. Schools shall take the necessarily steps to protect the student, including by communicating with the Parent/Guardian to discuss the matter, or by forwarding the case to the relevant official entities in the UAE (social support institutions). Schools must prepare a detailed report concerning the incident and procedures taken in this regard. This report should be kept in the student’s folder. If the abuse is a crime, the School is required to notify the relevant official entities.

Managing Students’ Misconduct





Schools shall use the appropriate guidance and disciplinary actions to encourage students to understand why their behavior is unacceptable and how to behave better in the future. In their response to incidents of student misconduct, Schools shall take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior. Managing students' misconduct must be consistent with the following:

Disciplinary Actions

To provide guidance to Schools in determining the appropriate progression of discipline, the students' misconduct into three levels, as follows:

- **Level One** - Any behavior that results in disruption of the teaching and learning environment, which may include, for example: - Tardiness (lateness/unpunctuality).
- Unexplained absences. - Not bringing the necessary books and equipment to class.
- Incorrect School uniform (including sports uniforms).
- Disruptive behavior in classrooms and in School. - Breaking School rules including in classrooms, hallways, playgrounds and buses. –
- Defying orders from School management and staff. - Mocking others. - Disruptive behavior on School buses (e.g. vandalizing bus seats).

Level Two - Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example: - Skipping classes or School.

- Sneaking into School after school hours without the presence of supervisors. - Using abusive or inappropriate language toward peers and/or teachers.
- Fighting with other students and/or bullying them.
- Theft. - Vandalizing School property or the property of others.
- Using cell phones during School time without the School administration's permission. - Possessing or viewing pornographic or other inappropriate material.
- Cheating in exams or assignments.
- Providing false documents (e.g. forging Parents'/Guardians' signatures)
- Misuse or abuse of the School's IT systems.

Level Three - Any behavior that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:





- Assaulting Teaching Faculty members, staff or members of the local community.
- Distributing (or participating in the distribution of) pornographic material.
- Willful damage to, or destruction of, School and personal property.
- Possessing or selling weapons or explosives.
- Using or promoting illegal drugs or substances in violation of public order and morals. - Exchanging any inappropriate materials, such as letters or photos.
- Committing major actions contradictory to public morals such as sexual assault.

Banned Disciplinary Actions - It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment (see Policy (52)).
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more School work.
- Mocking or insulting the student in private or in public.
- Preventing the student of using washroom facilities or consuming food.
- Staged Approach for Dealing with Willful or Persistent Misconduct
- Students should be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors

Before Disciplinary Action (e.g. warnings, written notices) is taken. Student misconduct shall be dealt with as follows:

- Firstly, the School shall provide counselling for the student, with a clear explanation, with reasons, of the changes in behavior that are required of the student by the School.
- Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior.
- If there is a need for further escalation of response, the School shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the School may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.

Final stage, if the student fails to modify his or her behavior in accordance with the requirements of the School, the School may apply to the Council to transfer the student to another School or to





permanently exclude the student concerned. In making an application to the Council, the School shall include evidence that all these stages have been followed.

1. ANTI-BULLYING

We are committed to providing a caring, friendly and safe environment for young people so they can enjoy their involvement with EFIA in a relaxed and secure atmosphere. Bullying of any kind is unacceptable within EFIA. This includes bullying of young people by adults and bullying of young people by other young people. If bullying does occur, all young people should know that incidents will be dealt with promptly and effectively. For greater details, please refer the EFIA Anti- Bullying Policy.

Guidelines for Staff

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

- Do not let suspicion; disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for pupils to talk to you about any concerns they may have.
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a child alone, always inform another member of staff where you are.
- It is advisable not to close the door of the room.
- Recognize that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse.
- On residential trips, pupils and staff must have separate sleeping accommodation. Avoid situations that compromise your relationship with pupils and are unacceptable within a relationship of trust.
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff is advised to avoid transporting a single child in a vehicle except in case of an emergency.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Do not have inappropriate physical or verbal contact with pupils. Avoid suggestive remarks or gestures, even in fun.
- Do not jump to conclusions about others without checking the facts.
- Do not rely on your good name to protect you.





- Do not believe “it could never happen to me.

Recognizing Child Abuse – When to be concerned

EFIA consider that it is important that all members of staff including visiting staff both paid and unpaid should be aware and alert to possible outward signs of abuse or neglect

These signs may include one or more of the following:

- An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given,
- Frequent injuries even when apparently reasonable explanations are given.
- Sudden changes in behavior, performance or attitude.
- Anxiety or low self-esteem.
- Knowledge of sexual matters beyond what would normally be expected, or sexual behavior that is unusually explicit or inappropriate to the child’s age
- Disclosure of an experience in which the child may have been significantly harmed.
- Dealing with a disclosure from a child
- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, won’t make promises, which might be impossible to keep.
- Do not promise confidentiality - it may be necessary to refer the case to Social Police and ADEC
- Reassure the child that what has happened is not their fault and stress that it was right to talk.
- Listen rather than ask direct questions, asking minimal open rather than leading questions.
- Explain what has to be done next and who has to be told.
- Assessment and Record Keeping

Make notes as soon as possible after the conversation. Do not destroy the original notes in case a court needs them. Record the date, time, place, noticeable non-verbal behavior and the words used by the child.

Take a picture (if appropriate) or record on a body map the site of any injury. See Nurse if a 2nd adult should be present.

UAE Regulations and Support

In the event of an incident occurring, the school will report the incident directly to the Ministry of Interior (MoI) Child Protection Centre within 24 hours of suspicion. 2 routes are mandated:





Hotline: 116111 MOI- CPC Federal Toll free Hotline

Online: <https://www.adec.ac.ae/en/pages/childabuserreportingabu-dhabiedusector.aspx>

If the child is in immediate danger (risk of serious harm), the police should be called on 999, followed by reporting to the Ministry of Interior- Child Protection Center within one hour upon discovery.

- ADEC School Development Partner: 02 6150000/ 02 6150238
- amal-a.alali@adec.ac.ae
- Abu Dhabi Community Police: 02 4490008
- Social Support Centre Department- 02 6573666

Allegations involving school staff

- Any member of staff in EFIA who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, will immediately inform the principal . A record of the concerns must be made, including a note of any witness to the incident or allegation.
- In the event of an allegation against the Headmaster, this should be reported to the Bursar who will contact the appropriate school representative.
- If the member of staff is deemed unsuitable after an internal investigation, then the school reports to ADEC PSQA immediately and ADEC approval will be taken away and all necessary actions to end the staff member's ability to work in the UAE will be taken.

Dealing With Abuses

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

Possible signs of physical abuse can include:

1. Unexplained bruises or injuries
2. Injuries, which have not received medical attention
3. Repeated abdominal pain
4. Withdrawal from physical contact
5. Arms and legs covered in scalds





6. Fear of returning home
7. Fear of contacting caregivers/parents
8. Self-destructive tendencies
9. Displaying aggression towards others
10. Unusual passive behavior
11. Repeated running away from home
12. Cigarette burns
13. Human bite marks
14. Broken bones
15. Multiple burns with a clearly demarcated edge

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

Possible signs of emotional abuse can include:

1. Regular tiredness
2. Fear of a new situation
3. Low self esteem
4. High levels of anxiety
5. Unusually passive or aggressive
6. Delayed speech
7. Inappropriate emotional responses to painful situations
8. Running away
9. Lying
10. Neurotic behavior e.g. sulking, hair twisting, rocking
11. Fear of making mistakes
12. Self-harm
13. Developmental delay in terms of emotional progress

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact





activities such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs of sexual abuse can include:

1. Unusual behavior which could be general or sexual
2. Age inappropriate sexual behavior
3. Sexually transmitted diseases
4. Physical indicators in the genital and anal areas
5. Pain or itching in the genital area
6. Bruising or bleeding near genital area
7. Vaginal discharge or infection
8. Discomfort when walking or sitting down
9. Pregnancy

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

Possible signs of neglect can include:

1. Stealing
2. Poor Social Relationships
3. Failure to thrive
4. Poor personal hygiene
5. Frequent hunger
6. Untreated medical complaints.
7. Frequent lateness or absence from school.
8. Inappropriate clothing
9. Substance or Alcohol misuse.

Lost Child Procedure

In order to minimize the possibility of a child getting lost, all staff of EFIA will be vigilant in maintaining a check on the number of children in their care. This means that in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place. The practice will ensure that if a child should go missing,





the loss is quickly discovered. In the event of a missing child, the Reception/Teacher should report the loss immediately concerned authority.

This will include any or all of the following;

- Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining children.
- Question children.
- Locate the child's photo on Shared Drive and Conduct thorough search of the buildings and outdoor area.

If the child has not been found within 10minutes,

a. first inform Parents , Then inform Police to notify and seek guidance, Inform ADEC for guidance ,Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.

EFFECTIVENESS AND REVISION DATES

This policy was in effect from 1st May 2017 as Child Protection Policy. It will be renewed in March 2024.





DECLARATION

I (full name) _____ Job Type : _____

declare that I have received and reviewed a copy of the Child protection policy for education professionals in general education institutions and understood its content and pledge to abide by the provisions contained therein.

Signature : _____

Date : / /

