

AL KAMAL AMERICAN PRIVATE SCHOOL- AL-RAMTHA



SAFEGUARDING POLICY



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01 Special Annexure

Safeguarding During the Blended Learning and Remote Learning Period

- The safeguarding policy shall be upheld throughout the blended/remote learning period.
- All staff have been informed about remote reporting procedures and these are the same as in school
- Students who miss 5 or more consecutive days of remote learning are called to check how the school can support them.
- Teachers have been informed to report the concerns using the link if students have not attended live lessons or submitted work in 10 school days. Designated Safeguarding Lead (DSL) will conduct a wellbeing call.
- Teachers and parents will inform SLT and the Clinic staff of any positive Covid-19 cases to put in place procedures to support the family as needed.
- Wellbeing team established to help check in with students who may need support across the school.
- Microsoft Team's safeguarding policy has been designed for parents and staff to ensure all necessary safety measures are being followed.

02 Vision, Mission, Aims, Rationale and Scope

Our Policy Vision

To promote Wellbeing and Safety of our Students.

Our Policy Mission

Promote a safe and happy environment where every student feels welcomed, valued and protected.

Aims

This policy ensures that all staff in our school can follow the necessary procedures with regard to a child protection issue. It aims:

- To raise awareness and identify responsibility in reporting possible cases of abuse;
- To ensure effective communication between all staff when dealing with child protection issues; To inform all parties of the correct procedures to use in the case of a child protection issue.

Rationale

The health and safety, including arrangements for child protection and safeguarding of all students is in line with the UAE expectations. All phases ensure that students' wellbeing is always the highest priority. Our primary responsibility is the wellbeing of all children in our care. To safeguard children, we comply with the local child protection procedures. Child protection and safeguarding provision and awareness raising is high on the schools' agenda, with safeguarding being a standing item on all meeting agendas and discussed at whole staff briefings. There is a designated Child Protection Officer in school, including the Designated Safeguarding Lead.

The UAE's new Child Protection Law No 3 - popularly known as the Wadeema Law - came into effect in line with the directives of Shaikh Mansour bin Zayed Al Nahyan, who is the current President of the United Arab Emirates, the Emir of Abu Dhabi and the Supreme Commander of the Union Defence Force.

Scope

This policy is addressed to all members of staff, students and other members of the school community, including Governors and volunteers, and is published on the school website. It applies wherever staff or volunteers are working with pupils even where this is away from the school, for example at an activity center or on an educational visit.

03 Signs of Possible Abuse:

Possible signs and behaviors which may indicate that a child is

being abused include, but are not limited to:

- Significant changes in children's behavior. Decline in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect. Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or at school.
- Inappropriate behavior displayed by other members of staff for example excessive one to one attention beyond usual role or responsibilities.
- Repeated minor injuries.
- Children who are dirty, smelly, poorly clothed or who appear underfed. Children who have lingering illness which are not attended to, deterioration in school work, or significant changes in aggressive behavior &severe tantrums.
- An air of "detachment" or "don't care" attitude. Overly compliant behavior.
- Sexually explicit behavior (e.g. playing games and showing awareness, which is inappropriate for the child's age),
- A child who is reluctant to go home, or is kept away from the school for no apparent reason,
- Does not trust adults, particularly those who are close, "Tummy Pains" with no medical reason,
- Eating problems, including over-eating, loss of appetite, Disturbed sleep, nightmares, bed wetting,
- Running away from home, suicide attempts, Self-inflicted wounds,
- Reverting to younger behavior, Depression, withdrawal,
- Relationships between a child and adults which are secretive and exclude others.

04 The Ten Categories Raising Concern Are:

1. Physical abuse, which may involve:

- hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm
- someone fabricating the symptoms of, or deliberately inducing illness.

2. Psychological abuse which includes emotional abuse may involve:

- conveying to a young person that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person.
- not giving the young person opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate imposing expectations that are inappropriate to the age or development of the young person (especially where there are additional areas of vulnerability; for example, a learning disability) or preventing them from taking part in normal social interaction.
- seeing or hearing the ill-treatment of someone else, serious bullying, including cyberbullying, which causes the young person to frequently feel frightened, intimidated or in danger of exploitation or corruption.

3. Sexual abuse which may involve:

- physical contact, including assault by penetration (e.g., rape or oral sex) or non-penetrative acts (e.g., masturbation, kissing, rubbing and touching outside of clothing)
- non-contact activities, such as involving young people in looking at or producing sexual images, watching sexual activities, or encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for sexual exploitation – including actions via the internet.

4. Neglect and acts of omission may involve a parent

or carer failing to:

- provide adequate food, clothing and shelter, including excluding the young person from home or abandoning them
- protect a young person from physical and emotional harm or social care services.
- ensure access to appropriate health, education or social care services.

It also includes:

- ❖ *being unresponsive to a young person's basic needs*
- ❖ *deliberately withholding information about a person's rights or entitlements.*

5. Financial or material abuse which may involve:

- theft or exploitation in financial matters or transactions
- the misuse or misappropriation of possessions or benefits.

6. Discriminatory abuse which may involve:

- racist, sexist and religious abuse
- abuse that is based on a person's disability, size, age, gender or marital status (including harassment, slurs or similar treatment).

7. Organizational abuse; for example, in care homes, young offenders' institutions, pupil referral units, services for those with learning difficulties, substance treatment centers may involve:

- letting an organization's procedures or routines get in the way of a person's individual needs; for example, having restrictive bedtimes, not providing adequate activities for mental stimulation or spiritual fulfilment.

8. Domestic abuse; including psychological, physical, sexual, financial, emotional abuse; so, called 'honor' based violence.

9. Modern slavery; including slavery, human trading, forced labor and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to force, deceive individuals into a life of abuse, servitude and inhumane treatment.

10. Self-neglect; this covers a wide range of behaviors, including neglecting to care for one's personal hygiene, health or surroundings and includes behavior such as hoarding.

We should remember:

- These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.
- The student's exposure to exploitation by illegal organizations and in organized crime, such as planting the ideas of intolerance and hatred or inciting the student to carry out acts of violence and intimidation are also seen as threatening to the his/her physical, psychological, moral or mental integrity and requires the right to protection.
- Staff should bear in mind that additional difficulties may exist when recognizing abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This can include assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration, that children with SEND can be disproportionately impacted by, for example, bullying without outwardly showing any signs, and there can be communication barriers in overcoming these difficulties.

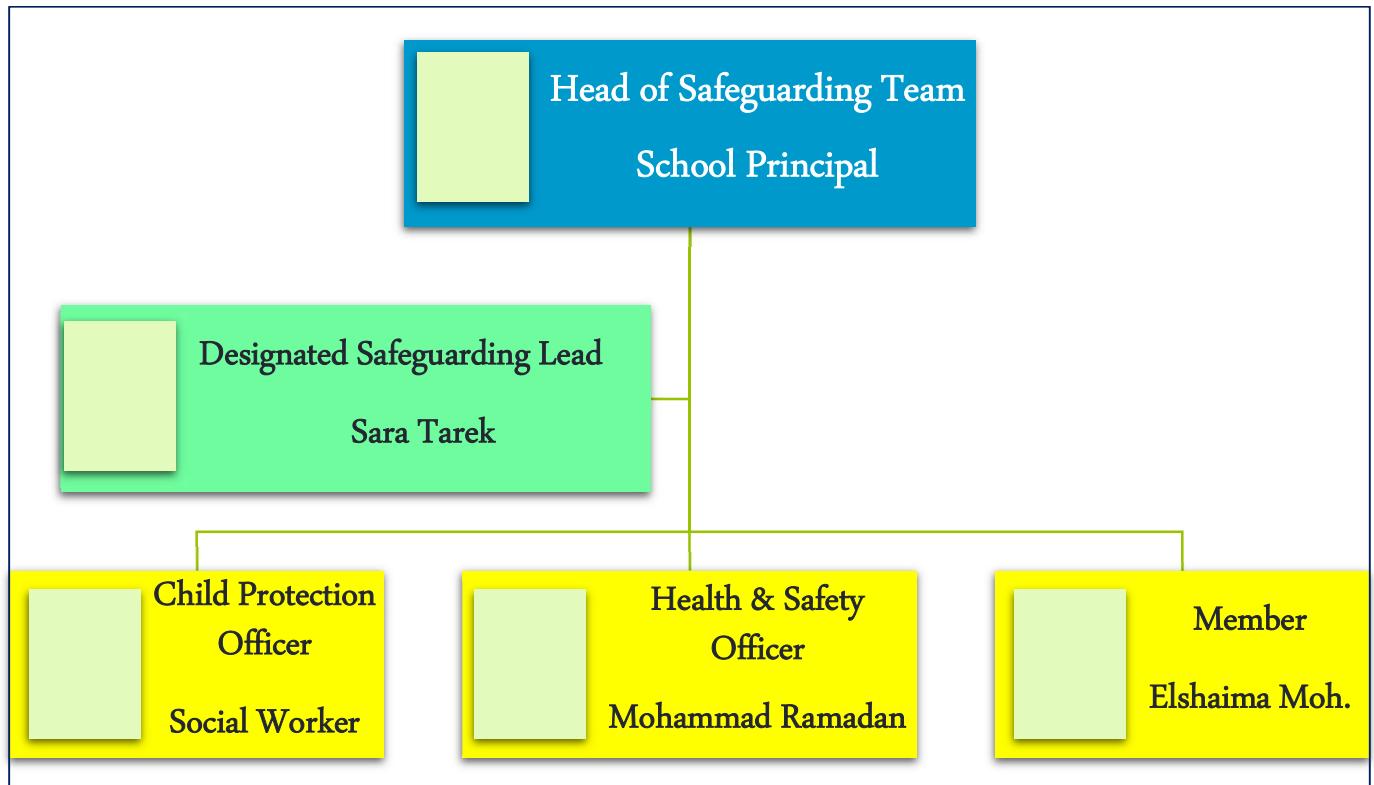
05 Impact of Abuse

The impact of child abuse, neglect and exploitation should not be underestimated.

Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried.

For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterized by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long term medical or psychiatric difficulties.

06 Child Protection and Safeguarding Team



07 Designated Safeguarding Leads

The Designated Safeguarding Leads are members of the Senior Team and take lead responsibility for safeguarding and child protection in the school. The school will ensure that the Designated Safeguarding Leads are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Parents are welcome to approach the Designated Safeguarding Leads if they have any concerns about the welfare of any child in the school, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's teacher, who will notify the relevant Designated Safeguarding Lead in accordance with these procedures.

Designated Safeguarding Leads

The main responsibilities of the Designated Safeguarding Leads are:

1. Managing referrals

- To take lead responsibility for promptly referring all cases of suspected abuse of any student at the school to the relevant agencies.
- To support members of staff, students and any other members of the school community, who make direct referrals.
- To take lead responsibility for promptly referring to the relevant authorities all child protection concerns which involve a member of staff;
- To take lead responsibility for promptly making referrals to the police where a crime may have been committed which involves a child.

2. Working with others

- To coordinate with the principal in respect of police investigations or investigations which involve the school;
- To coordinate with the relevant authorities regarding all child protection concerns which involve members of staff, students and in some cases, other members of the school community and volunteers; and to 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.

3. Raising awareness

- To ensure this Policy is known, understood and used appropriately.
- To ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly by the Governing Body.
- To ensure this Policy is available publicly.
- To ensure that parents are aware that referrals about suspected abuse or neglect could be made.
- Teach students about safeguarding, including safer use of the internet and social media.

4. Undertake training

- To undergo training, at least every two years, to acquire the knowledge and skills required to carry out the role;
- To ensure knowledge and skills are refreshed at regular intervals, as required, but at least annually to keep abreast of developments relevant to their role.
- Understand the assessment process for providing early help and intervention;
- Have a working knowledge of how local authorities may conduct a child protection

review conference and be able to attend and effectively contribute when required to do so;

- Ensure each member of staff and the school community, including Governors and volunteers, has access to and understands this Policy and child protection procedures, and in particular, new and part-time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend relevant refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all members of staff, students and other members of the school community, including Governors and volunteers in any measures the school puts in place to protect them.

08 School Procedures

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "**it could happen here**". Key Points for staff to remember when taking actions are:

- In an emergency take the action necessary to help the child.
- Report your concerns to the DSL as quickly as possible- immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
- Share information on a need-to-know basis only; do not discuss the issue with colleagues, friends or family.
- Seek support for yourself if you are distressed or need to debrief.

What to do if a student makes a disclosure:

If a student discloses directly to a member of staff or volunteer, he/she must:

- Listen carefully to what is said and keep an open mind. You should not take a decision as to whether or not the abuse has taken place,
- Ask only open questions such as 'How did that happen'? What was happening at the time? Anything else you want to tell me?
- Do not ask leading questions which may be considered as suggesting what might have happened, or who has committed the abuse, as this can later be interpreted as putting ideas into the child's mind.
- Depending on the situation, suggest it would be helpful to continue the discussion with the school nurse or counsellor present but do not force the child to repeat what he/she said in front of another person.
- Never give undertakings of absolute confidentiality to a student: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone who will ensure the correct action is taken, make notes of the details of the disclosure using the child's words where possible.

- Reassure the child they have done the right thing and tell them they are not to blame
- Offer ongoing support.

Records should:

- be handwritten
- be accurate and descriptive, including the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence.
- do not make assumptions
- do not include any opinions
- indicate sources of information
- be clear and concise
- be signed by the person making it and use names, not initials
- be kept securely and handed to the Designated Safeguarding Lead as soon as possible.
- All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the Designated Safeguarding Lead.

All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing and securely stored by the Designated Safeguarding Leads.

Staff should be concerned if a student:

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

- discloses an experience in which he or she may have been significantly harmed.

Children with Special Educational Needs and Disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group of children. This can include:

- If a referral is made to the Safeguarding Officer at NIPS , the assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability, without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers and difficulties in overcoming these barriers

Confidentiality

Members of staff have access to confidential information about students in order to undertake their everyday responsibilities. Staff and volunteers are expected:

- to treat information they receive about students in a discreet and confidential manner.
- to seek advice from the principal if they are in any doubt sharing information they hold or which has been requested of them.
- to be cautious when passing information to others about a student.
- Never guarantee confidentiality about a safeguarding concern (including parents / carers or students), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Records & Monitoring

Well-kept records are essential to good Safeguarding practice.

Concerns and disclosures should be recorded in writing by

the member of staff who receives them and passed to the Designated Teacher without delay. The Designated Teacher, in consultation with the principal will then decide on further action and any appropriate monitoring program for the student. Records are stored in a dedicated filing system maintained by the Designated Teacher in their office.

Staff Training

All staff should receive Safeguarding training as part of the CPD program. Staff are informed of any changes subsequently made.

Safeguarding & The Curriculum

The school curriculum is important in the protection of children.

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

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk, including on-line behaviors;
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behavior in adults;
- Developing non-abusive behavior between pupils.

Investigation, Referral and Reporting

The Safeguarding Team will ensure that members of staff, students and other members of the school community, including Governors are aware that it is their responsibility to:

- protect children from abuse
- be aware of the school's child protection procedures in this policy
- know how to access and implement the procedures, independently if necessary
- keep a sufficient record of any significant complaint, conversation or event
- report any matters of concern to the Designated Safeguarding Lead
- undertake appropriate training, including refresher training which will be updated regularly in accordance with MoE requirements

It is not the responsibility of school staff to investigate suspected abuse. The school is not an investigation or intervention agency for child protection but it has an important role to play at the recognition and referral stages.

On being notified of a complaint or suspicion of abuse, the Designated Safeguarding Lead will:

- operate safeguarding procedures in line with the local procedures.
- take into account the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the police.
- take into account the wishes or feelings of the student. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes.
- take into account duties of confidentiality, so far as applicable.

If there is doubt over whether a referral should be made, the Designated Safeguarding Lead will consult with the relevant authorities on a no-name basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours). The Designated Safeguarding Lead, or the referrer, should follow up on the referral.

The Designated Safeguarding Lead will keep the principal informed of the case unless the complaint involves the principal.

Staff must not investigate suspected abuse or any allegations against other staff, but should refer the matter to the Designated Safeguard Leads immediately.

If the child's situation does not appear to be improving the Designated Safeguarding Lead or the staff member with concerns should press for re-consideration to ensure concerns have been addressed and that the child's situation improves.

Notifying to Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or worsen the problems, advice will be sought first from relevant UAE agencies.

Responsibilities of the whole school staff

- All members of the school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the DSL.
- All staff are expected to attend regular and relevant professional development sessions.

- All staff are expected to provide a safe and caring environment in which children can develop the
- confidence to voice ideas, feelings and opinions. Children should be treated with respect within a
- framework of agreed and understood behavior.
- All staff are expected to be aware of symptoms of abuse, report concerns to DSL as appropriate and
- keep clear, dated, factual and confidential records of child protection concerns.

Specific responsibilities of the school doctor/nurse and counsellor:

- The school Doctor/Nurse or Counsellor may be requested to provide physical treatment and emotional support after a child has been abused
- The doctor or nurse may be required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition
- The doctor/ nurse and/ or counsellor can provide positive encouragement to the child, communicate with family members determine how best to promote the child's safety both at school and at home.
- Child abuse can leave deep emotional scars and the School Doctor or Nurse should recognize these and help develop a rehabilitation plan in cooperation with the DSL and other appropriate staff in the case team.
- In some cases, the child may have to take medication as a result of the abuse. The school doctor or nurse should ensure that all standards and procedures for administering medications in the school setting are met.

Specific responsibilities of the HR department and Security

When recruiting any member of the teaching staff or support staff with access to children, all reasonable steps should be taken to ensure compliance as far as possible with the following:

- Provision of an up-to-date police ‘good conduct’ letter and/or criminal records check
- Two or more references are taken up from previous employers with follow-up questions with regard to the applicant’s compliance with any child protection procedures
- A declaration signed by the prospective employee on any application form and/or contract that's/he has not been convicted or undergoing court or disciplinary proceedings for any offense involving child abuse and/or breach in exercising a duty of care for children
- The Security staff undertake to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a visitor’s pass to be worn for ease of identification, and monitoring of visitors to the school.

Roles and Responsibilities

This policy applies to all staff, volunteers, and visitors to Al Kamal American Private School (AKAS).

- The staff at AKAS have a responsibility to promote the safety and well-being of our students. All staff must report any suspected incidents of child abuse to any one of the following persons who are members of all child protection issues here at NIPS:
Senior management
- The school doctors
- The school counselors
- The Child Protection and Safeguarding team will: follow the agreed procedures.

- Know how to identify the signs and symptoms of abuse
- Provide advice and support to staff
- Maintain relevant records of incident reports
- Keep all information confidentially and safe in a locked cabinet
- Know when and how to submit a referral to outside agencies

09 Relevant Legislation or Authorities

This Policy is underpinned by the fundamental principle of the United Nations Convention of the Rights of the Child (UNCRC) 1989 of which the United Arab Emirates (UAE) ratified on the 3rd January, 1997 along with the UAE local laws (the Emirates Human Rights Association have launched a Federal Law, the Child Rights Law, which was to be established December, 2014)

10 Remote Learning Safeguarding and Inclusion Policy

All staff conduct throughout digital and remote learning must remain in line with the AKAS Safeguarding Policy Manual and all other relevant policies. The conduct of all parties, including students, parents and staff includes the strict prohibition of cyber bullying, online harassment and the use of inappropriate language in any communication.

In line with wider safeguarding and inclusion policies, it is important that we continue to meet the individual needs of all of our students, through these times of remote and hybrid learning.

Keep Connected

AKAS will do this by:

Making use of digital platforms such as Zoom & MS Teams

Continuing to use the Learning Tracker to track students' learning and achievements

Weekly Parents Voice Session (On Thursdays)

Termly Parents Voice Meetings

Encouraging Self-Regulations

AKAS will continue to promote self-regulation via"

Daily wellbeing activities during lessons and circle times

Breaks in between lessons

Monitoring attendance on a regular basis

Providing advice on developing and maintaining routines at home

Signposting families on online resources to support independent learning