

INDIAN SCHOOL RAS AL KHAIMAH, UAE



CHILD PROTECTION AND SAFEGUARDING POLICY 2022- '23

DECEMBER 2018
REVIEW AUGUST 1, 2020
NEXT REVIEW: MARCH 2021
REVIEWED ON MAY 2022
NEXT REVIEW ON MAY 2023

INTRODUCTION:

Indian school Ras al Khaimah believes Safeguarding and Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practices are the responsibilities of the person(s) in charge of Safeguarding and Child Protection. This policy is a part of Online Safety Policy with proper consistency between the other policies and are cross referenced

PURPOSE:

The intention of this policy is to ensure that appropriate action is taken where it is alleged that a child is suspected of being abused or is being abused. Identifying and dealing with child abuse can only be tackled effectively when all concerned have a heightened awareness of the subject. Once child abuse is suspected the aim should be to minimize the damage to the child and promote recovery. This policy also serves to protect children when under the care of the school and to ensure they are always safe. The policy is a crucial part of promoting the welfare of our students; it is designed to inform our staff regarding the signs of child abuse and to equip them with the knowledge on what to do in the event of suspected abuse.

AIMS:

We aim to safeguard and promote the welfare of children at the school

- 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 of the expected behavior and the school's legal responsibilities in relation to safeguarding and child protection.
- To inform all parties of the correct procedures to use in the case of a child protection issue.
- To ensure effective communication between all staff when dealing with child protection issues,

This policy is derived from UAE legislation which includes the following documents:

- UAE Federal Law No. 3 of 2016 on children's rights (Wadeem's Law)
- UAE Department for Health, School Health Guidelines for Private Schools 2011
- UAE School Inspection Framework 2016, Section 5 The protection, care, guidance and support of students

Within the United Arab Emirates, the infrastructure of Educational Safeguarding and/or Social Care Services is under development and growth. Following cases which caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of a Federal law on Child Protection 'to ensure a secure and stable future for children in the U.A.E'.

In April 2012, it was reported that Dubai had 'embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need'. The policy 'aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai'. The Dubai Strategic Plan 2015 calls for the provision of 'proper social services to meet the requirements of the local community'.

In November 2012, the UAE Cabinet approved a draft of “Wadeema’s Law” to ‘protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality’.

December 2015 - The Childs Rights Law (previously Wadeema’s Law) was passed by the Federal National Council.

March 2016 – Federal Law No 3 2016, Law on the Rights of a Child was in immediate effect.

POLICY STATEMENT:

CHILD

Child is defined as anyone under the age of 18, a young human being below the age of puberty or below the legal age of majority.

CHILD ABUSE

‘Child abuse and neglect’ are generic terms that encompass all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child’s health or development.

Children may be abused or neglected through the infliction of harm, or through the failure to act to protect harm.

There are four broad categories of abuse which are generally recognized

- Neglect: persistent failure to meet a child’s basic physical and/or emotional needs
- Physical abuse: causing injury, harm or suffering to a child through means such as: hitting, shaking, throwing, poisoning burning or scalding, drowning, suffocating.
- Sexual abuse: involvement of a child in sexual activity, whether the child is aware of what is happening.

This includes access to pornography

- Emotional abuse: persistent emotional ill treatment of a child.

For example: conveying to a child that he/she is worthless, unloved, inadequate, imposing age or developmentally inappropriate expectations, causing feelings of fright or danger.

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 health, 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.

CHILD PROTECTION AND SAFEGUARDING TEAM

CHILD PROTECTION LEADS

Mr. Sainudeen Perumannil: principal@indianschoolrak.com

Dr. Sridevi Pradeep: safetyleader@indianschoolrak.com

Mrs. Sreelaja Madhu: sreelajamadhu@indianschoolrak.com

CHILD PROTECTION TEAM

Dr. Sridevi Pradeep (Safety Leader) : safetyleader@indianschoolrak.com

Mrs. Yamuna (Counsellor): socialworker@indianschoolrak.com

Mrs. Anusha Sameer: anushasameer@indianschoolrak.com

Mr. Nibin K.N. : nibinkn@indianschoolrak.com

Mrs. Saramma Samuel (School Nurse): nurse@indianschoolrak.com

KEY CONTACT WITHIN THE LOCAL AREA

The RAK POLICE CHILD PROTECTION HOTLINE for confidentiality and advice.

CONTACT NUMBER: Call 07 235 6666

WEBSITE: www.rakpolice.gov.ae

AL AMEEN SERVICE CONTACT TOLL FREE NUMBER: 800-4888

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 Child Protection Team or any accessible member of the Senior Leadership Team.

CURRICULUM – TEACHING ABOUT SAFEGUARDING

Our learners access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental health and physical development, and prepares them for the opportunities, responsibilities and experience on life. We provided opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

DEALING WITH DISCLOSURE

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

Listen to what is being said without displaying shock or disbelief

Accept what is being said

Allow the child to talk freely

Listen rather than ask direct questions

Not criticize the perpetrator

Stress that it was the right thing to tell

Ask open questions rather leading questions

Reassure the pupil that what has happened is not their fault

PROCEDURES

CHILD PROTECTION OFFICER (CPO)

- When a child reports abuse, the teacher will inform the child protection officer within 48 hours.
- The teacher should be also informing the CPO as soon as possible if there is reasonable cause to believe that abuse is occurring.
- The CPO will take initial steps to gather information regarding the reported incident. At this stage he/will. Interview staff members as necessary and document information relative to the case.
- Consult with school personal to review the child's history in the school.
- Discussions between the child and the CPO to gain more information.
- In class observations of the child by the teacher, counsellor, or administrator.
- Referral of the students and family to external professional counselling
- Consultation with local authorities.
- The CPO will maintain contact with the child and family to provide support and guidance as appropriate.
- The CPO will provide the child's teachers with ongoing support and provide strategies for the teacher
 - to use.
- The CPO will maintain contact outside therapists, in order to update the therapist about the progress of the child in school, and to keep the school informed about the progress of the therapy

RESPONSIBILITIES OF THE WHOLE SCHOOL STAFF

- There is a named person(s) in our school who is the CPO. This is normally the Principal but they may delegate this responsibility in some circumstances.
- 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 CPO.
- 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 behaviour.
- All staff are expected to be aware of symptoms of abuse, report concerns to CPO 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, liaise 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 liaison with the CPO and other appropriate staff in the case team. In some cases, the child may have to take medication because of the abuse. The school doctor or nurse should ensure that all standards and procedures for administering medications in the school setting are met.

FOUNDATION

1. CHILD-RIGHT BASED APPROACH

A child rights-based approach is an approach which sees each child:

- As a unique and equally valuable (non-discrimination) human being with the right not only to life and survival, but also to development to his/her fullest potential offering the best understanding of anyone of his/her own situation through adequate allocation of resources and implementation of all the rights.

2. CONSULTATION

Without adequate consultation you are at risk of making inappropriate decisions, implementing ineffective and impractical policies and procedures that are not based on the experience of all stakeholders involved.

In particular, this is about child protection. Without consulting children themselves, as well as relevant adults in your organisation, you run the risk of producing policies and procedures which children themselves do not understand, cannot access, and which may not necessarily benefit them.

Children have much to contribute through a clear understanding of their own situations and ways in which they can be supported to protect themselves.

It is essential to consult with as many stakeholders as possible in the planning and implementation of your child protection policies and procedures in order to make sure that you have identified and addressed all areas both accurately and comprehensively.

3. OWNERSHIP

All stakeholders have a sense of ownership of child protection policies and procedures and take responsibility for implementing child protection in their work.

The more people feel they 'own' ideas, policies and procedures, the more sustainable child protection policies and procedures are likely to be.

Without broad ownership across the organization, child protection becomes too dependent on individuals. This runs the risk of child protection being weakened or disappearing when these people leave the organization.

4. CONFIDENTIALITY

Failing to keep confidentiality may put people at risk of physical harm and false rumours etc. People in the organisation (both adults and children) need to be reassured that any sensitive information in their personnel records / any personal information about them is treated with respect.

This means that such information is only accessible to the minimum number of people necessary for the functioning of the organisation and that there is clear guidance on instances when confidentiality should be breached in the best interests of the child / child protection. For example, there may be situations where children ask you not to pass on information but you may have to explain that the only way you can help them is by getting others involved.

Difficult decisions may also need to be made in situations where the best interests of one child are at odds with the best interests of many children. For example -

A child may want you to wait before passing on information because they want to build up the courage to report the incident to the authorities themselves. However, this may be putting other children at risk.

A child may ask you to promise to keep a disclosure of abuse secret but this may be putting them and others at risk. As a general child protection guideline, do not promise silence to children who disclose abuse.

You may need to balance keeping personnel records confidential with sharing concerns with other organisations about a particular person they are interested in recruiting, but who you may have dismissed for inappropriate behaviour with children

5. TRANSPARENCY

Transparency combats / breaks through cultures of silence, taboo, secrecy and fear in which child abuse thrives. Transparency and the space and opportunity to talk freely create a preventive and protective environment for children.

Transparency shows that an organisation has nothing to hide and that it is willing to admit to, and learn from mistakes - all of which is a true sign of a learning and accountable organisation. For an organisation to be accountable, information needs to be properly recorded, signed and dated, clearly marked as either opinion or fact, whether witnessed by anyone else etc.

Transparency is about having a clear and standardised process in place to minimise confusion and rumour.

6. SENSITIVITY

Sensitivity in discussions around child protection is essential as participants (adults and children) may have personal experience of abuse which could cause them distress

GUIDELINES FOR GOOD PRACTICE AND CODE OF CONDUCT FOR STAFF

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

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Encouraging positive, respectful and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's child protection policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, e-safety, safer recruitment etc.
- Maintaining appropriate standards of conversation and interaction with and between students
- Referring all concerns about a pupil's safety and welfare to the CPO or, if necessary, to higher authorities at school
- Following the school's rules with regard to communication and relationships with students, including via social media

SAFER RECRUITMENT PROCEDURE

When recruiting a new member all reasonable steps are taken to ensure compliance with the following:

- Background check of the applicant
- Reference check from at least two previous employers
- For the volunteers and other visitors to school, the school security staff to be vigilant and follow all procedures governing the access, keeping records of all visitors, providing a visitor pass to be worn by all visitors for ease of identification and monitoring

EARLY HELP

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

- Identify situations in which children and/or their families would benefit from early help
- Undertake an assessment of the need for early help; and provide targeted early help service to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

ATTENDANCE

The school understands that attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely. Our attendance policy is set out in a separate document and is reviewed regularly.

WHISTLE BLOWING IF STAFF HAVE CONCERNS ABOUT A COLLEAGUE

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues – to the section supervisor, Vice Principal to facilitate an early intervention in order to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school.

ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

All allegations against staff should be reported to the supervisors who in turn will raise to the higher authorities in school.

STAFF TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- The school's child protection and safeguarding policy
- Signs and symptoms of abuse and neglect
- Responding to disclosure of abuse or neglect by a child
- Reporting and recording arrangements
- Details of the CPO

All staff will receive appropriate and regularly updated safeguarding and child protection training.

BEHAVIOUR MANAGEMENT

Record keeping

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

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

Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Confidentiality and Information Sharing

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

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend outbound learning activities, we will check that effective child protection arrangements are in place.

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

PHOTOGRAPHY AND IMAGES

To protect students, the school -

- Seeks consent of the parents (for photographs to be taken or published)
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them.

BULLYING

Our Anti bullying policy is set out in a separate document and is reviewed regularly by the SLT. This policy is shared with staff, parents and students.

Bullying can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals.

ONLINE SAFETY

REFER TO ISRAK ONLINE SAFETY POLICY

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

CHILD PROTECTION PROCEDURES

RECOGNISING ABUSE

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm Abuse may be committed by adult men or women and by other children and young people.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

SIGNS AND SYMPTOMS

There are primarily four categories of abuse: Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect

PHYSICAL ABUSE

Physical abuse is a form of abuse which 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 carer fabricates the symptoms of, or deliberately induces, illness in a child , but is now more usually referred to as fabricated or induced illness.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger.

SEXUAL ABUSE

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 and /or including assault .They may also include 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).

NEGLECT

Neglect 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 provide adequate food, clothing and shelter (including exclusion from home or abandonment);

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn

- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol and/or
- Display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the CPO to decide how to proceed.

TAKING ACTION

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 action are:

- In an emergency take the action necessary to help the child
- Report your concern to the CPO as quickly as possible
- Do not start your own investigation
- 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 be brief

During their conversations with students staff will:

- Allow them to speak freely
- Remain calm and not overreact
- Give reassuring nods or words of comfort
- Under no circumstances ask investigative questions
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Tell the pupil what will happen next
- Let them know that someone (either you or another named person, e.g. the CPO) will come to see them before the end of the day
- Report verbally to the CPO
- Write up their conversation as soon as possible
- Seek support if they feel distressed or need to debrief

NOTIFYING PARENTS

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

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

MAKING A REFERRAL TO CHILDREN'S SOCIAL CARE

The CPO will escalate it to the higher authorities, who will then make a referral to UAE agencies, and the police, if it is believed that a pupil is suffering or is at risk of suffering harm

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

In deciding the most appropriate response, relevant considerations will include:

- The nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour
- The context of the abusive behaviours
- The child/young person's development, family and social circumstances
- The need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- The risks to self and others, including other children in the school, household, extended family, peer group and wider social network. The school is committed to participating in plans both to provide students who are at risk from other children and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

STAFF REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES

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

- The situation is an emergency and the CPO, the deputy CPO, the Supervisors and/or the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety, or
- For any other reason they make a judgement that a direct referral is in the best interests of the child.

However, staff should inform the CPO and/or supervisors at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

INVOLVEMENT OF OUTSIDE AGENCIES:

1. Aman Centre for Women and Children through RAK Police- 07-2356666

The centre will be a sanctuary in the northern emirate for women and children facing violence at home, of all nationalities, while also supporting victims of human trafficking in the emirate. We can't yet find contact info for the brand new shelter but we'll update you when we do – if it's urgent, the Ras Al Khaimah police should be able to point victims in the right direction.

Ministry of Interior-11611

2. Community Development Authority (Centre)

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

3. Dubai Foundation for Women and Children (DFWAC)(if needed)

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

DFWAC provides:

- A safe shelter
- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email help@dfwac.ae
- Website – www.dfwac.ae

PROCESS FOR REVIEW AND DEVELOPMENT

The Child Protection and Safeguarding policy is reviewed every year to ensure that it is an accurate reflection of current practices at the school. The provision is monitored, and information record of students are updated and reviewed. School leadership team is consulted during the review.

SAFE SCHOOL

All adults on campus (including teaching staff) must wear ID badges

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents be similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Currently, RAK this would mean the Police only). Whilst it is permissible to ask the child/children simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements are not.

If for any reasons it is decided that a referral is not appropriate, at all times it will be necessary to address matters in accordance with the school's complaints/disciplinary procedures.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where another body provides services or activities separately, using the school premises, ASD will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

POLICY REVIEW

The School's Senior Leadership Team is responsible for ensuring the annual review of this policy.

The Leadership Team is also responsible for ensuring that the list of key contacts on the cover sheet is kept up to date.

CATEGORIES OF ABUSE

PHYSICAL ABUSE:

- Is actual or attempted physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.
- Unexplained injuries or burns (particularly if they are recurrent)
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Fear of parents being contacted
- Withdrawal from physical contact
- Fear of returning home
- Fear of medical help
- Aggression towards others
- Self-destructive tendencies

EMOTIONAL ABUSE:

- Failure to provide for the child's basic emotional needs such as to have a severe effect on the behaviour and development of the child. This includes conveying to children the feeling that they are worthless or unloved.
- Physical/mental/emotional developmental lags
- Admission of punishment which seems excessive
- Over reaction to mistakes
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (e.g., rocking, thumb sucking etc.)
- Fear of parents being contacted
- Self-mutilation
- Extremes of passivity or aggression

SEXUAL ABUSE:

Where a child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) – including organized networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

Signs and Symptoms:

- Age-inappropriate sexual knowledge, language, behaviors
- Loss of appetite or compulsive eating
- Regressive behaviours such as thumb sucking, needing previously discarded cuddly toys
- Becoming withdrawn, isolated
- Inability to focus
- Reluctance to go home
- Bed-wetting
- Drawing sexually explicit pictures
- Trying to be 'extra good'
- Over-reacting to criticism
- Have outbursts of anger/irritability

NEGLECT:

Refers to persistent or deliberate failure to meet a child's physical or psychological needs e.g. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a child's emotional needs.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

APPENDIX B

WHAT TO DO ON DISCLOSURE

Stay calm (Don't over-react, however shocked you may be)



Listen, hear and believe (Listen carefully, take it seriously)



Give time for the person to say what they want (Don't make assumptions and don't offer alternative explanations, ask questions beginning with Tell me about...Explain...Describe... Avoid 'who, what, when, where' questions)



Reassure and explain that they have done the right thing in telling. (Do not promise confidentiality; explain that only those professionals who need to know will be informed)



Record in writing as near verbatim as possible and as soon as possible on a Disclosure Form (Use the child's own words, make your record as soon as possible after the event, so that you don't forget anything, and include information about what action was taken afterwards)



Report to the Principal

INDIAN SCHOOL RAS AL KHAIMAH, UAE, DISCLOSURE OF ABUSE FORM

Name of Person Making Allegation/Disclosure:

Time and Date:

Parent(s) Name and Contact Details:

Nature of Disclosure: (Continue on separate sheet as required, recording as close to verbatimas possible)

Name and Signature:

Role:

Date and Time: