

Policy

Policy	Student Protection (Child Protection and Safeguarding) Policy
Service Pillar	Education Child Protection - Safeguarding
Guideline Number	Policy-ED-CP-001
Effective Date	August 23
Assessment Cycle	Annual
Author Modified	Kate McMillan GH Inclusion & Safeguarding 12 th August 2023



Implementation and Exemptions

All schools are required to observe and implement this policy as a minimum expected service level.

Exemptions will only be granted for legal (contravention of local and / or federal legislation), technological, cultural, or physical reasons. Sufficient supporting documentation is required in order to obtain an exemption.

Objective and/or Scope

The purpose of the policy is to ensure that a process is in place for protecting students, and to provide staff and employees with the guidance they need in order to keep children safe in our schools, respond in cases where abuse or neglect is identified and to inform parents and guardians how we will safeguard their children whilst they are in our care.

The scope of this policy covers all Aldar Education schools, including those on a managed and operated basis.

Guidelines

1. Aldar Education fully recognises its responsibility to safeguard and promote the welfare of children. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts or failure to provide proper care, or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse.
2. Safeguarding and promoting the welfare and safety of children is everyone's responsibility. All adults who come into contact with children and families are responsible for and legally compelled to respond to a child at or at potential risk of abuse, neglect or maltreatment. Safeguarding and child protection underpin all relevant policies and operate with the best interests of the child as paramount. Zero tolerance of all forms of maltreatment is implemented and upheld in all actions and environments pertaining to students.
3. Whilst the schools will work openly with parents as far as possible, the school reserves the right to contact the police, or Child Protection Units in ADEK, MOE, ESE, MOI or Social Support Center without notifying parents if this is in the child's best interests.
4. Aldar Education upholds that all students have the right to be:
 - Heard and to express their voice / aspirations and participate in select decision making processes in the school or nursery, as determined by the school staff.
 - Treated with respect and dignity.

- Treated with fairness and justice.
 - Supported by an advocate and provided with necessary support where required.
 - Safe, protected from harm and aware of what constitutes risk and harm.
5. **Purpose** of this policy is to provide staff, governors, volunteers and the wider school community with the framework needed in order to keep children safe and secure in Aldar Education. This policy also informs parents and carers how we are safeguarding their child whilst they are in our care.
6. **Legal Obligations**, as detailed in the Student Protection Policy (2022) and related UAE Child Rights Laws, require that:
- All educational institutions comply, develop and publish a Student Protection Policy.
 - All educational institutions comply with the Handling Student, maltreatment Concerns within Educational Institutions guide, liaising with authorities relevant to the emirate in which the school is located.
 - All educational institutions ensure the policy as been communicated, understood and agreed by all within the institution, stakeholders and students.
 - The educational institution and principal are guardians of student rights to protect against being exposed to maltreatment.
 - All students have equal rights to care, protection and safety in all educational institutions.
7. **Safeguarding** and promoting the welfare of children (everyone under the age of 18 years) protects children from maltreatment, prevents impairment of children’s mental and physical health or development, ensures that children grow up with safe and effective care and that action is taken to enable all children to have the best outcomes.
8. **Student Protection** policies and procedures are in place to prevent children from being abused, and to safeguard and promote the welfare of student in the following ways:
- Providing an environment which fosters a supportive school community and culture where all feel able to share concerns about another’s wellbeing,
 - Providing an ethos of care whereby class teachers, specialist teachers and support staff get to know students such that they are more readily aware of a child in need of support or ‘changes’ that may indicate abuse or a safeguarding concern.
 - Raise awareness of child protection and safeguarding roles and responsibilities with staff and volunteers.
 - Develop, implement and review a systematic means of monitoring and responding in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse or neglect.
 - Ensure that all vulnerable children are provide with appropriate support in school and that their needs are identified and responded to effectively.
 - Develop and promote effective working relationships with other agencies including police, Family Care Authority and Child Protection Units.
 - Support students who have been abused in accordance with an agreed child protection and/or safety plan.
 - Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
 - Emphasise the need for good communication about safeguarding issues between all members of staff.
9. **Training** will be delivered for all Child Protection Coordinators (Advanced Safeguarding) which will equip them with the skills and expertise to deliver training to school staff in line with the Student Protection Policy and training expectations. All staff will be trained relevant to their roles and responsibilities, and sign attendance maintained for records and compliance. School counsellors, child protection team members and pastoral leads will engage in ongoing training, network workshops and case conferencing to maintain skills in responding to vulnerable students. Volunteers will undertake robust induction and visitors will sign Child Protection Briefing Sheets.

10. **Vetting, Hiring and Monitoring School Staff and Volunteers** will be led by the HR teams supported by Aldar Education People and Culture team, who will ensure that robust safer recruitment measures are in place. This will be monitored in school by the Child protection Coordinator and Team and apply to all adults working in or around the school who come in contact with children. This includes robust shortlisting, criminal reference and reference checks, probing and critically examining CV's and candidates during interview, and removing staff who may pose a risk to students, preventing access and where appropriate enacting suspension or dismissal.
11. **Acceptable Adult Behaviours** are expected at all times, with all staff signing a professional and ethical code of conduct which outlines expected behaviours to protect the rights of students and create a culture of safety. Staff and volunteers are required to report any incidents (from self or others) of behaviorus against students. Serious allegations of sexual misconduct by staff and volunteers will be directly reported to the police and FCA, and the staff member immediately suspended without prejudice, and removed from the school site pending investigation.
12. **Student Protection Education** is to be delivered to students to support their knowledge and ability to understand personal safety and wellbeing and what actions they can take to report any violations and seek help. Student education relating to personal safety, healthy living (physical and mental health), and child rights and responsibilities, shall be taught, using developmentally and age appropriate concepts and language), in the classroom and in counselling sessions, and may include story books, illustrations, posters, reading content that can be discussed wither individually or within a group setting.
13. **Roles and Responsibilities**

13.1 School Director / Board:

The Directors and Board of Aldar Education recognise their responsibility to safeguard children. They will do this by ensuring safeguarding procedures can be followed within the learning environment. Aldar Education will therefore:

- Ensure school Principals receive Child Protection and Safer Recruitment training, and to ensure the safeguarding and protection of children is at the centre of their organisational and corporate philosophy.
- Provide adequate funding for Child Protection Coordinators/ Child Protection Team members to attend and receive Advanced Child Protection Training.
- Ensure facilities support Child Protection and Safeguarding by facilitating access to separate changing rooms and toilets for males and females, and also for younger and older students when a primary and secondary campus are on the one site.
- At all times comply with Ministry of Education, ADEK, ESE requirements for safeguarding equipment (CCTV), supervision and policy.

13.2 Whole Staff Responsibilities

Aldar Education recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse, and to respond in the event of a disclosure. Student protection is the responsibility of everyone, everyone has a role to play, therefore all staff have a duty and responsibility to:

- Have a child-centred approach by considering at all times what is in the best interest of the child.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Follow the procedures set out by the Ministry of Education, UAE Educational Regulators (ADEK/KHDA/ESE) and take account of guidance issued by the Ministry of Interior and Early Childhood Authority.

- Be aware of and understand the types and indicators of abuse and neglect so that they are able to identify children who may be in need of help or protection or who are suffering, or likely to suffer, significant harm.
- Be able to reassure victims that they are being taken seriously and that they will be supported and know what to do if they suspect of student discloses or alleges abuse, or neglect.
- Treat all disclosures with the strictest confidence.
- Ensure that parents understand the responsibility placed on the school and its staff for student protection.
- Notify the Family Care Authority, Ministry of Education, ESE/KHDA/ADEK where required, any cases of any cases of alleged or suspected child abuse.
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Ensure that there is a senior Child Protection Coordinator (CPC), and Child Protection Team (CPT), including the school counsellor and, wherever possible, someone who holds a current pastoral role in the school.
- Ensure that all records pertaining to CP concerns are treated with the highest level of confidentiality and maintained in a secure location and format, on CPCMS where in place.

13.3 Principal, /Child Protection Coordinator and Child Protection Team Responsibilities

In addition to the roles and responsibilities outlined above, they will:

- Complete Advanced CP training to support their role.
- Ensure that the school staff are fully aware of and understand their responsibilities and obligations under this policy.
- Ensure that whole school training occurs annually so that every member of staff and volunteers can fulfil their student protection responsibilities effectively and to comply with the policy, including where in place, the use of CPOMS as a central database for Child Protection monitoring and concerns.
- Ensure every member of staff and all volunteers know the name of the designated person CPC, their role and how to contact them.
- Ensure CPC & CPT are clearly named, and contact details provided in school Student Protection policies and communications within the school.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, and responsibility for referring any concerns to the designated person CPC.
- Keep written records of child protection concerns that are kept securely and separately from the main student file and use these records to assess the likelihood of risk.
- Ensure that copies of child protection records and/or records of concern are transferred accordingly when a child leaves the school.
- Ensure that where a student transfers to a new Aldar Education school, their information is transferred to the new school, directly to the Child Protection Coordinator.
- Ensure that where external companies provide services, that staff (including but not exclusive to: music services, bus drivers/ monitors, cleaners, maintenance, security, canteen staff) provide evidence of having received Child Protection training – or access it through the school. They will be required to sign a Visitor Briefing Sheet.
- For staff that experience a disclosure, ensure they receive any necessary debriefing or counselling support.

Selection of Child Protection Coordinators and Child Protection Team

Child Protection Coordinators and members of the Child Protection Team are selected from the School Senior Leadership Team, by the school principal and /or Heads of School. They are experienced pastoral leads within schools and have a range of expertise they may bring to the role. The role of Child Protection Coordinator is not interviewed for per se, it is a position a person with demonstrated experience and demeanour, professionalism, capacity and interest in leading Child Protection. As a responsibility allocated to SLT alongside leadership positions in school, there is no additional stipend for fulfilling the role. The roles and responsibilities are outlined in the position description. The school counsellor should be a member of the Child Protection Team.

13.4 Responsibilities of Adults within School Communities

All adults are required to be aware of and alert to the signs of abuse and neglect. If an adult identifies that a child may be in an abusive situation or being neglected, they should record their concerns and report them to the CPC as soon as possible. If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy and report immediately to the CPC. If the disclosure is an allegation against a member of staff, they will immediately report to the CPC and Principal.

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, understanding the categories of abuse: emotional abuse, physical abuse, sexual abuse and neglect. Exploitation and peer to peer abuse including bullying should also be monitored. 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.
- An injury that is not consistent with any explanation given.
- Frequent injuries even when apparently reasonable explanations are given.
- Sudden changes in behaviour, performance or attitude.
- Anxiety or low self-esteem.
- Knowledge of sexual matters beyond what would normally be expected, or sexual behaviour that is unusually explicit or inappropriate to the student's age.
- Disclosure of an experience in which the student may have been significantly harmed.
- Evidence of neglect of nutrition, affection, cleanliness and education.
- Evidence of access to materials or content deemed dangerous or inappropriate.

All teaching staff including peripatetic teachers, learning support staff, and administration staff receive annual training on the signs and symptoms of abuse and neglect, and the reporting procedures within Aldar Education. All contracted staff including cleaners, security, canteen, nursing and bus drivers and nannies are expected to have completed annual training, with evidence provided from their employer, or provided by the school CPC. This will be repeated on a yearly basis.

13.5 Responsibilities of Parents / Legal Guardians

- Cooperate with the school, principal and staff, answer all enquiries about the student's behaviour and academic performance, and respond to their feedback and guidance/
- Attend all scheduled parent meetings with the school.
- Communicate any concern, observations or changes in their child's behaviour to the school and principal.
- Support the school in ensuring safe online practices are in place during homework and distance learning.

14 Types of abuse and neglect

14.1 What is abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

14.2 Physical Abuse

Physical abuse 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.

14.3 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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

14.4 Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

14.5 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.
- it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

15 Providing Early Help requires that schools should respond as soon as early signs or indicators of problems emerge. All staff should be prepared to identify children who may need early intervention and refer to CPC or CPT as early as possible, via CPCMS where in place. In this way the mental health and wellbeing of a child is supported and achieved by:

15.1 Prevention Creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

15.2 Identification Recognising emerging issues as early and accurately as possible.

15.3 Early support Helping students access evidence based early support and interventions.

15.4 Access to specialist services Working effectively with parents and external agencies to provide swift access or referrals to specialist support and treatment.

15.5 Vulnerable students All staff are to be aware of the importance of being alert to the potential need for early assistance for a child who:

- is disabled and has special educational needs.
- is showing signs of engaging in anti-social behaviour, including illegal or risk taking.
- is frequently missing/goes missing from care or from home.
- is at risk of trafficking or exploitation.
- is at risk of being radicalised or exploited.
- is misusing drugs or alcohol themselves, or self harming.
- is in a family circumstance that presents challenges for the child, such as substance abuse, adult mental health problems and domestic or family violence.
- is showing early signs of abuse and/or neglect.

14 Data Confidentiality

Case reports and student data are strictly confidential, including the identity of the student subject to alleged abuse and or suspected maltreatment. All staff must maintain privacy and confidentiality of the students, subject to alleged abuse or neglect, the alleged perpetrator and the person reporting the case.

Data should only be shared with authorized individuals in the Ministry of Interior, Family Care Authority, or Education regulator Child Protection Units and/or the police. All requests should be in writing and stamped by the relevant authority, and transferred or accessed in a manner ensuring the safety and security of the data.

All individuals are strictly prohibited from discussing active and or closed cases with the media, any third parties or other staff with the exception of investigative or judicial authorities as part of their legal responsibilities.

15 Our policy is informed by:

- United Arab Emirates Federal Penal Code (3) of 1987 on Child's rights
In relation to child abuse and neglect the above states that, "a person who fails to report a criminal offense is liable to prosecution". Additional details are provided in the following articles from Penal Code (3) of 1987: Physical Abuse: 336, 337, 338, 339, 340, 341, 342 & 343. Sexual Abuse: 354, 356, 358, 363, 364 & 362 Emotional Abuse: 351, 352, 372, 373 & 374 Neglect: 348, 349 & 350.
- Dama Al-Aman ADEK Student Protection Policy and Maltreatment Guide (2022 pending release)
- ADEK Child Protection Circular October 2016 and Unified Child Protection Policy 2016
- 'Keeping Children Safe in Education' – statutory guidance for schools and colleges (UK Dept for Education, September 2022)
- United Nations Convention on the Rights of the Child (1989)

16 Definitions

- **Child** is any resident of the UAE under 18 years of age.
- **Student** is any person under 18 years of age who is enrolled in an educational institution (school or nursery).
- **Child Protection Coordinator** is an appointed member of staff at the school who is professionally relevant, trained and equipped with the skills to act upon child protection concerns that arise within the school and is the key contact for staff and authorities where a concern is identified. They are also the people who makes reports to FCA/MOI/MOE/ECE/ADEK and leads the Child Protection Team meetings.
- **Child Protection Unit** is an organizational unit at MOE, ESE and ADEK that develop and implement student protection mechanisms and measures in educational settings.
- **Mandated reporter** is a person that is required by law to report student concerns of maltreatment to relevant authorities.
- **CPCMS** is a safeguarding platform that helps schools maintain records of incidents of harm and abuse so that they can act proactively to prevent future occurrences and identify trends and patterns of abuse allowing earlier intervention and support to vulnerable students.
- **Safeguarding** is what we do to prevent harm, across all dimensions of safety and welfare.

- **Child Protection** is when we respond to harm, actual or potential, disclosed or suspected.
- **Neglect** is the failure to protect from danger, or extreme failure to carry out aspects of care resulting in impairment of a child or vulnerable person’s health or development.
- **Abuse** is a violation of an individual’s human rights or civil rights.
- **Emotional Abuse** has a severe effect upon the emotional or behavioural development of a child or vulnerable person and is caused by persistent or severe emotional ill-treatment or rejection.
- **Physical Abuse** is physical injury to a child or vulnerable person or failure to prevent physical injury or suffering.
- **Sexual Abuse** is actual or likely sexual exploitation of a child, adolescent, or vulnerable person.

Responsibility

School Principal	Implementation & Review
School Child Protection Coordinator	Implementation & Review
School Staff	Implementation
HQ Safeguarding & Child Protection	Development, Implementation, Compliance & Review

APPENDIX 1

Child Protection Procedures & Guidance

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Annex 2).

Suspected Abuse:

If a member of staff suspects abuse or neglect e.g. through observation of physical injury, behavioural change etc. they must:

1. Record their concerns
2. Report it to the CPC / Child Protection Team or Principal immediately
3. Consider if there is a requirement for immediate medical intervention and if so, assistance must be called for.
4. Make an accurate record as soon as possible and within 24 hours of the occurrence on CPOMS or reporting system, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in
 - Any injuries
 - Explanations given by the child / adult
 - What action was taken. The records must be signed and dated by the author. Note that it is not appropriate to take photographs as evidence of injury – record on a body map if necessary.

Sample reporting form and body map in appendix – or use of online reporting system such as CPCMS as may be established in the school.

Reported Abuse:

Following a report of concerns from a member of staff, the Principal/CPC must decide whether or not there are sufficient grounds for suspecting child abuse in which case a referral must be made to the **Family Care Authority** via submission of the Safety Concern Form (in Arabic- keep an English copy for your records) to **FCA CPU** Call: 8005354 Child.PS@adfca.gov.ae and make a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child’s family

If the incident occurred within school grounds a report needs to be submitted to **ADEK CPU**: cpu@adek.gov.ae

If the incident involves social media / online abuse or grooming a report needs to be submitted to MOI CPU 116111@moi.gov.ae

Sample page from Safety Concern Form:

A. Safety Concern Form			
Information about the child			Additional observation by CPS (if relevant)
Name	Date of Birth		
Age	Gender		
Nationality	First Language		
Contact Details			
Any Disability? (if yes, provide additional details)			
Information about the parent(s)/ caregiver(s)			Additional observation by CPS (if relevant)
Name	Aware of Report?		
Contact Details			
Any Additional Information from Discussion with Parents/ Caregivers (where relevant)			
Information about the alleged perpetrator (if known)			Additional observation by CPS (if relevant)
Name	Age	Gender	Nationality
Relationship to Child	Occupation	Contact Details	
Details of the concern (based on the best of the reporter's knowledge)			Additional observation by CPS (if relevant)
Signs for Suspicious Disclosures			
Observations (if any, incl. date and time)			
Disclosures (if any, incl. date, time, sign/CPS)			
Information Provided by the Child (if any)			
Actions Taken (if any)			
Information About the Person Who Made the Disclosure (if different from the child)			Additional observation by CPS (if relevant)
Name			
Contact Details			

Please refer to reporting flow charts for Northern Emirates Schools and Abu Dhabi Emirate.

1. If the CPC feels unsure about whether a referral is necessary, they can contact AE GH Safeguarding to discuss concerns and obtain advice.
2. If there is no clear risk of harm the CPC will either actively monitor the situation, work with the family and/ or seek advice from the Family Care Authority.
3. The CPC must confirm any referrals in writing to Family Care Authority (or other CPU), within 24 hours, including the actions that have been taken. The written referral should be made using the Safety Concern referral form attached to this document.
4. If a child is in immediate danger and urgent protective action is required, the **police should be called using the 999 service**. The CPC should also notify the Family Care Authority of the occurrence and what action has been taken. The CPC should seek advice from the police / Family Care Authority about informing the parents. Awaiting Police or Family Care Authority guidance, a decision may be taken to retain a child and their siblings at school.
5. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Family Care Authority. However, in accordance this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.
6. Where there are doubts or reservations about involving the child's family, the CPC should clarify with Family Care Authority or the local police, depending on who the CP concern has been reported, whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPC should help the parents understand that a referral is in the interests of the child and that the school will be involved in the police investigation.
7. When a student is in need of urgent medical attention and there is suspicion of abuse the CPC or Principal should call an ambulance and take the child to the Accident and Emergency Unit at the nearest hospital, having first notified the Family Care Authority. The CPC should seek advice about what action the Family Care Authority will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until Family Care Authority, MOI and/or the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, Child Protection Centre or the police.

School Safeguarding Team

A School Safeguarding Team will be established, comprised of the Designated Safeguarding Lead / Child protection Officer and deputies, and may also include the school counsellors and Pastoral Lead. The team should meet regularly to review Child Protection data, and cases where appropriate reviewing any additional actions that could be undertaken to safeguard students in school and the community. The meeting should also be an opportunity to debrief and provide collegial and professional support.

Meetings should be held on a monthly basis, or as needed when a case or child protection situation occurs. Relevant Aldar Education Group Heads are available to support these meetings where needed.

Radicalisation

Protecting children from the risk of radicalisation should be seen as part of the Aldar Education safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation 'it is possible to intervene to prevent vulnerable people being radicalised.' (KCSIE July 2015). The government of the UAE is aware that this may be a threat to pupils within UAE schools and encourages schools to ensure pupils are protected from the influence of radicalisation. Any suspected cases of radicalisation should be referred in the same way as any other suspected cases of abuse.

Female Genital Mutilation (FGM)

'Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.' (KCSIE July 15). Victims of FGM are likely to come from a community that are known to practice FGM, such as Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities. The government of the UAE also views this procedure as illegal and has actively participated with the UK authorities to prevent girls being flown to parts of the world where this is still enforced. Any suspected cases of FGM should be referred to the CPC following the same process outlined in this policy.

Dealing with allegations against staff and volunteers

Report any concerns about the conduct of any member of staff or volunteer to the Principal as soon as possible and within 24 hours. Concerns will be treated in the strictest confidence so that information can be provided freely and without fear of victimisation, and in a way that protects the rights of staff and children. If an allegation is made against the Principal, the concerns need to be raised with Aldar Director of Education who will then raise with ADEK as soon as possible and within 24 hours. In either event the CPC should contact the Family Care Authority on Telephone:116111 and make a report of the incident and / follow up with police. Refer to the service guideline on responding to allegations of staff or volunteer misconduct.

Protection for the CPC

The CPC should be afforded legal protection as they act in the best interest of the child and under the direction of the Family Care Authority and/or Police. The CPC acts in the role of child advocate until such time as they are relieved of their duties by a Social Support Child Protection Specialist or the parents. Student Advocacy requires the CPC to support and enable young people to express their views and concerns, access information and services and defend and promote their rights and responsibilities. They should not be subject to any harassment in the course of fulfilling their safeguarding responsibilities.

Aldar Education acknowledges the significant responsibility and potential emotional toll of the role of CPC. As part of our duty of care to staff, CPC may access psychological debriefing (supervision) opportunities to ensure their wellbeing is maintained, through the Employee Assistance Programme counselling service. IN addition HQ GH Safeguarding is available for debriefings or case conferencing as and when the need arises, to support confidentially and access professional support and guidance.

Behaviours Contrary to the Values and Culture of the UAE

On occasion, staff witness or become aware of students engaging in behaviour that is contrary to the values, culture or laws of the UAE. This addendum seeks to provide guidance to staff as to expectations when these

situations occur and articulates the reporting process.

The behaviours of concern include those which occur both within the school and outside, and include (but are not limited to) students engaging in experimentation with alcohol, drugs, and solvents, risk taking behaviour including driving under age, sexual grooming, inappropriate physical contact between students and students engaging in sexual activity.

When staff observe or become aware of students engaging in any of these types of behaviours they are required to inform the principal and Child Protection Officer. CPC and principal will decide the most appropriate course of action, taking into account the nature and context of the behaviours.

Pastoral Lead or Head of Key Stage may be informed to ensure heightened supervision, and a support plan or risk management plan may be put in place. Parents will likely be informed in line with the school behaviour policy, and parent meetings held to ensure students are safe and school staff protected from claims of non-disclosure.

APPENDIX 2
Child Protection Disclosure Recording Form

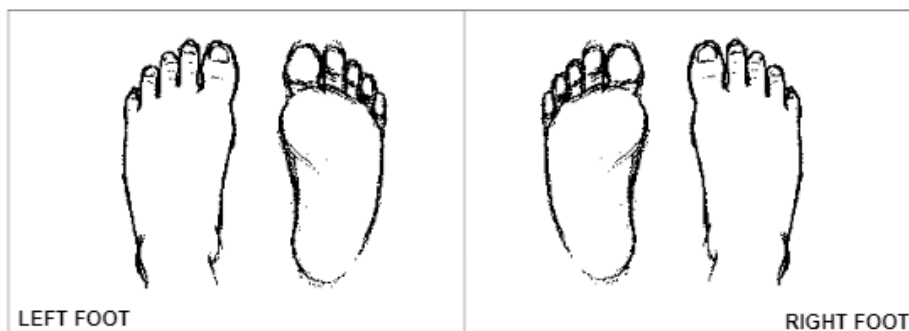
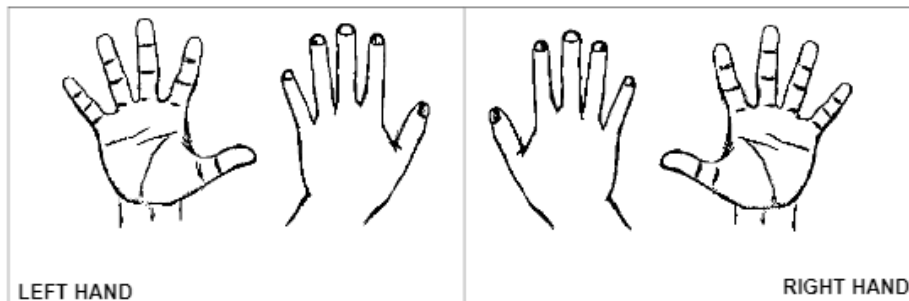
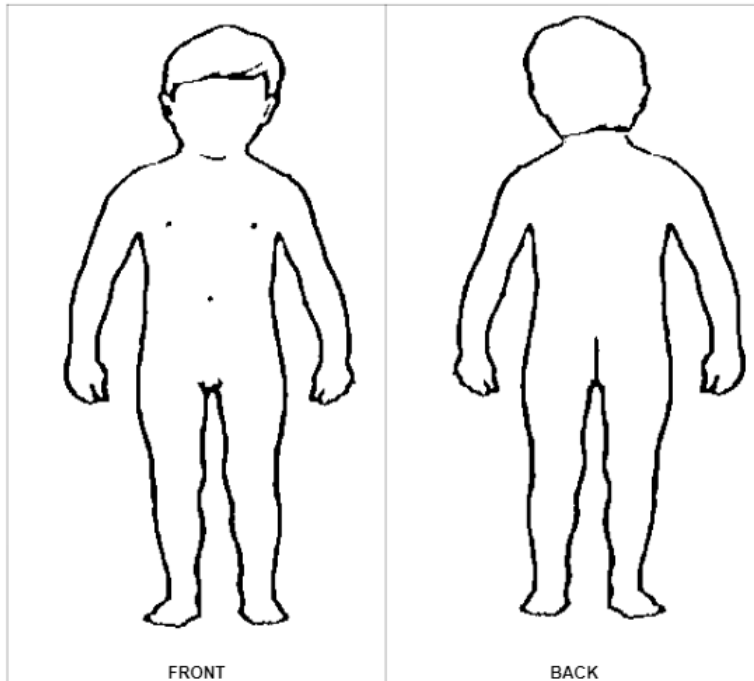
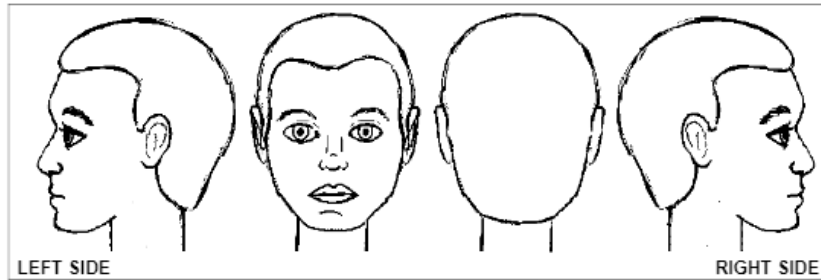
Student Name			
Grade			
Name of person reporting the concern			
Date		Time	

Details of Concern	

Outcome of Action			
Further actions required, by whom and when			
Review Date			

Signature		Date	
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Please record any observed injuries on the body maps below (with annotations as needed)



APPENDIX 3

Child Volunteering Information

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawings etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a child confides in you:

Things you should do: Give the child undivided attention Show concern, support and warmth but don't show emotions, distress or negative reaction. Be reassuring – (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help'.) Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated Rather than directly questioning the child, just listen and be supportive It may be appropriate to check that the child is indicating abuse or neglect Check if the child is hurt or might be in need of medical attention Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using child's own language and colloquialisms. Then sign it, and hand your record to the CPLO straight away Keep a copy of your notes and keep possession of any writing or drawing the child has made as this may be important evidence at a later time. Look after yourself by seeking some support

Things you should not do: You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe Malign the character of the alleged perpetrator Jump to conclusions Ask leading questions Ask for lots of details about the alleged event(s) Speculate or accuse anybody yourself Make promises you can't keep Pre-empt or prejudice an investigation by leading the child with closed questions.

Questioning Skills

To avoid leading questions when clarifying what a child has said, you should use open questions with a child rather than closed questions.

Avoid using 'Why'? This can confuse a child and leads to feelings of guilt.

Initial Responses to child.

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

Do say: 'Thank you for telling me' 'I am sorry it has happened to you' 'I am going to help you, and will tell you what I am going to do' 'It should not have happened' 'You are not to blame'

Do not say: 'It will be all right soon' Anything which you will not be able to fulfil It is anybody's fault

Closed Questions	Open Questions
Do	Tell me
Did Would Who Could	Explain to me
Can	Describe to me
Would	When
Who	Where
Could	How

APPENDIX 4

Safe Working Practice

It is essential that all staff and volunteers working in schools are aware of how to pass on any concerns about other members of staff or volunteers and be conscious of how they should conduct themselves to minimize the risk of finding themselves as the subject of any child protection processes.

In dealing with allegations or concerns against an adult in the school all staff, governors and volunteers should:

Report any concerns about the conduct of any member of staff or volunteer to the Principal as soon as possible and within 24 hours .

If an allegation is made against the Principal, the concerns need to be raised with the Alder Director of Education who refers to the local Education Authority (ADEK) as soon as possible and within 24 hours.

In either event the Principal/DoE should contact the Family Care Authority on Telephone: 119111

Safe Professional Culture

All staff and volunteers should;

Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions Dress appropriately for your role Avoid unnecessary physical contact with children. If physical contact is made:

- ensure you are aware of and understand the rules concerning physical restraint
- where it is essential for educational or safety reasons, gain pupil's permission for that contact wherever possible
- to remove a pupil from a dangerous situation or an object from a pupil to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Principal
- it should not be secretive, even if accidental contact was made, it should be reported.

Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to;

- Accepting regular gifts from children
- Giving personal gifts to children
- Recognise their influence and not engage in activities out of school that might compromise their position within school.

Not establish or seek to establish social contact with pupils outside of school. This includes;

- communication with pupils in inappropriate ways, including personal e-mails and mobile telephones
- passing your home address, phone number, e-mail address or other personal details to pupils/children
- the transportation of pupils in your own vehicle without prior management approval
- contact through social networking sites.

All staff and volunteers should;

- Only use e-mail contact with pupils via the school's system.
- Be careful about recording images of children and do this only when it is an approved educational activity. This can only be done when parents have given their express permission.
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in

accordance with school policies.

- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy.
- Only arrange to meet with pupils in closed rooms when senior staff have been made aware of this in advance and given their approval.
- Not access inappropriate material via the internet
- Not allow boundaries to become blurred and unsafe in more informal settings such as trips out, out of school activities etc.
- Never use a physical punishment of any kind.
- Not attribute touch to their teaching style.
- Avoid volunteering to house children overnight.

Informing the Principal

All staff and volunteers should inform the Principal if;

- There are any incidents or issues that might lead to concerns being raised about your conduct towards a child. There is any suggestion a pupil may be infatuated with you or taking an above normal interest in you.
- If a member of staff is the subject of concerns or allegations of a child protection nature they may wish to seek legal advice.

APPENDIX 5

Safeguarding During Online or Distance Education

It is imperative that all staff delivering online learning, preparing home learning tasks to be sent home and/or facilitating collaborative discussions are mindful of the following good practice and follow any protocols set out by school-based home learning / e-learning policies.

Please refer to the Distance Education Child Protection Supplement Addendum for detailed information on the following:

- Student Wellbeing
- Vulnerable Students
- Parental Controls and Firewalls
- Virtual Classroom

- Professional Conduct
 - *Engagement*
 - *Language*
 - *Content*
 - *Dress and Conduct Standards*
 - *Personal Conversations*
 - *Social Media and Online Comments*
 - Protecting Privacy
 - Privacy Laws

All staff are mandated to report concerns to their school Child Protection Officer.

- If you have concerns about any vulnerable child, you are encouraged to reach out to the Child Protection Officer / School Counsellor and/or Pastoral Lead to discuss the situation, identify what support the school can offer, and if needs how it can be escalated to support or protect a child.
- If you have any concerns about the wellbeing or safety of a child, please immediately contact your school Child Protection Officer / Designated Safeguard Lead and report these concerns.
- If you observe inappropriate interactions online between students online please immediately contact your IT Department to block the communications and report to the Child Protection Officer (who will contact parents).

APPENDIX 6

Swimming Pool Safety

Particular care is required to ensure the safety of a child during swimming lessons and to ensure supervising adults engage in safe working practices. The following guidelines should be followed:

- Any handling / support of students should be done in clear site of others.
- Given that the vast majority of classroom assistants will be female, it is possible that they will be asked to help in the boy's changing rooms as well.
- If a child needs to be washed or cleaned in any way in the changing room before or after their swim session, the CA should ask the teacher for immediate help with this and not attempt to wash or clean the child themselves.
- CA should not help children to put their underwear and swimming trunks/costumes on and to take them off. Children should be strongly encouraged to do this themselves and if extra assistance is required then the teacher, or other member of school staff, should be present to help the child. ☒ Wherever possible teacher / CA supervising the change room should stand at the door and request all students to change independently in cubicles.

Teachers / CA should avoid physical contact with pupils unless it is:

- Essential to develop a swimming skill or technique
- To treat or prevent an injury
- To meet the requirement of the activity (e.g. lifesaving)
- To lift or manually support a child with disabilities
- To assist with a personal care task which the child or young person cannot undertake by themselves
- Any handling of pupils should be done in clear sight of others

Changing rooms

- Within our changing rooms our pupils should be appropriately and adequately supervised at all times to protect them from harm.
- Only staff of the appropriate gender should enter the changing room, where possible, unless in an emergency
- A Teacher / CA should never end up in a position where they are alone with a student, and all students should remain together in a group.

APPENDIX 7

Intimate Care

Guidance on Toileting Needs in Schools and Early Years Settings

Introduction

The vast majority of children are appropriately toilet trained and able to manage their own needs competently before they start school. This policy will apply to pupils who, for whatever reason, require toilet training or special arrangements with toileting in FS or other education settings.

This guidance:

- Identifies the importance of working in partnership with parents/carers.
- Sets out the principles of good practice □ Provides practical guidance for preschools and schools
- Clarifies the implications of the UAE Special Educational Needs and Disability Discrimination laws.
- Sets guidance for all children including those with special educational needs and disabilities
- Emphasizes the employer's duty to safeguard the health and safety of pupils and staff.
- Provides Child Protection advice
- Raises awareness of the need to protect the dignity of the child.

Where document refers to child/children, this includes children and young people of pre-school and school age.

Partnership with Parents/carers

Open and supportive communication with parents (including carers) is fundamental to planning for and meeting the child's toileting needs effectively and sensitively. Many parents may feel anxious that their child is not able to use the toilet independently and may have already experienced some difficulties with toilet training and/or experienced negative attitudes from others towards the issue. For some children their toileting needs may be relatively short term and related to initial toilet training, whereas others may require a long-term toileting programme. Parents will need to feel confident that the setting is able to support their child's toileting needs and is positive about doing so and should be encouraged to be open about and able to discuss any concerns in this area.

Partnership with Children and Young People

The active involvement of the child in their toileting programme is vital to make sure they have ownership and understanding of their needs?

Principles of Good Practice:

All children have an educational entitlement irrespective of their difficulties with toileting.

- Children or young people who need assistance with toilet training or special toileting arrangements must be treated with respect, dignity and sensitivity.
- Some children who cannot achieve continence and independent toileting will require high levels of assistance.
- Educational establishments should ensure that they work in partnership with parents and carers in planning for toileting needs and effective toilet training, acknowledging that continence and independent toileting may not be achieved by some children.
- It is important to adopt consistent approaches at home and at school.
- The setting, in partnership with parents/carers, child and any other professionals involved, should make and review care plans, working towards achieving maximum independence of the child with toileting.
- The setting, supported by Principals and senior leaders should positively address issues raised by toileting needs in a constructive and problem-solving way.

- Staff should be provided with access to appropriate resources and facilities and be supported by clear plans, policy guidelines and training. All staff supporting pupils with toileting difficulties must receive appropriate information and specific training as required.
- Principals and senior leaders should be aware of, and ensure implementation of, appropriate health and safety procedures and risk assessments.
- It is important to alert the Head of Inclusion, school nurse and/or counsellor if any school attendance difficulties develop as a consequence of toileting concerns. Staff should be provided with access to appropriate resources and facilities and be supported by clear plans, policy guidelines and training. All staff supporting pupils with toileting difficulties must receive appropriate information and specific training as required.
- Principals and senior leaders should be aware of, and ensure implementation of, appropriate health and safety procedures and risk assessments.
- It is important to alert the Head of Inclusion, school nurse and/or counsellor if any school attendance difficulties develop because of toileting concerns.

Definition of Disability

Special protection should be provided for children who have a physical, sensory or mental impairment or medical condition that has an adverse effect on his/her ability to carry out normal day-to-day activities. Anyone with a named condition that affects aspects of personal development must not be discriminated against. It is also unacceptable to refuse admission to other children who are delayed in achieving continence. Delayed continence is not necessarily linked with learning difficulties. However, children and young people with global developmental delay, which may not have been identified by the time they enter nursery or school, are likely to be late achieving independence with toileting; some may never achieve independence with toileting.

Attending preschool settings and starting school

Children with toileting difficulties should be admitted into pre-schools and into nursery and FS classes with their friends in the same way as any other child. At this stage it is not possible to assume that failure to achieve independence with toileting is in itself an indication of special educational needs. However, there are some children who enter FS with special educational needs and/or medical conditions which indicate the need for special toileting arrangements or toileting training.

Education providers have an obligation to meet the needs of children and young people with delayed personal development in the same way as they would meet the individual needs of children with delayed language, or any other kind of delayed development. Children should not be excluded from normal pre-school or school activities solely because of incontinence.

All issues of continence and toileting needs should be dealt with on an individual basis, and settings are expected to make reasonable adjustments to meet the needs of each child.

Before the child begins schooling it is important to:

- Gather information from parents, child and any professionals involved.
- Establish effective partnership with parents/carers, child and any professionals involved.
- Focus on health and safety implications and determine whether a risk assessment is required.
- Decide, in consultation with parents/carers, whether you need further advice from Health Services.
- Arrange for any specialist advice, training, resources to be in place before the child begins attendance.
- Agree a plan with parents/carers and child and make a written note of your agreement.
- Make sure that all staff are informed and clear about their responsibilities.

It is important for all parties to monitor and review the plan regularly to ensure it is still appropriate and meeting the changing needs of the child. It is reasonable to discuss the level of independence with toileting before a child starts school. Should a child not be continent before starting school, it is important to agree a plan which will work towards maximum independence and support the child's attendance in the educational setting.

Good Practice Guidance

Each child and situation is of course unique. However, teachers may find the following guidance helpful in deciding what "reasonable steps" should be taken to support pupils who require toilet training.

It is anticipated that existing staff will volunteer to support pupils with toilet training or special toileting arrangements in school and preschool. Where incontinence is caused by an underlying impairment, it is a necessary reasonable adjustment for staff to carry out personal care. When recruiting new staff it is important that duties relating to personal care are specified in the contract of employment (see link to Role Profiles below). Managers should ensure that staff carrying out such procedures feel confident and supported by relevant training and protocols to ensure the dignity of the pupil and protection of the staff.

If the child or young person is not able to use the toilet independently on entry, schools have found a variation on the following procedures usually addresses the difficulty.

Gather as much information as possible from the parents/carers and child. How have they tried to introduce toilet training at home? What happens at home? Has the child any regular routines or daily patterns which could inform the routine set up by the school? Have the parents/carers noticed any particular difficulties or phobias which the school should be aware of? Can the parents/carers suggest a strategy or procedure for dealing with the problem?

An appropriate toileting programme will need to be discussed and agreed so that the child, parents/carers and staff are aware of their roles and responsibilities. The plan must have regular monitoring and review arrangements. The plan should give careful consideration to choosing which adults should be involved in toileting care. Schools and pre-school settings should give a written copy of the programme to the parents/carers.

- Clothes should be easy for the child to pull up and down. Wherever possible it is better to train the child with appropriate clothing rather than continuing to rely on the nappy/pad or training pants.
- No child should be left wet or dirty for a parent/carer to change later.
- It is not reasonable to expect parents or carers to be on emergency stand-by to change children during the school day.
- Staff should ask parents/carers to provide the school with a couple of appropriate changes of pants/trousers etc in case of accidents.
- It is the responsibility of parents/carers to deal with wet/soiled clothing. Staff should liaise accordingly and make the necessary arrangements.
- Organise that a member of staff familiar with the child is given the responsibility of taking the child to the toilet at fixed, appropriate intervals throughout the morning/day. Careful observations and discussions with the child may identify when the child "needs to go".
- Ensure that the routine established in school is strictly maintained from the start and try hard to avoid accidents. If necessary shorten the time between visits to the toilet so that the child gets into the habit of being dry.
- Children may be anxious and pre-occupied by toilet difficulties but usually respond to praise, encouragement and confidence building. It is important to promote self esteem in other areas.

- Drinking water easily accessible for all children and encourage them to have "little and often" rather than in huge amounts at a time.
- Reminders to use the toilet should be discreet and staff may consider the use of signs, pictures or code words.
- Make little fuss over accidents that do occur and ensure that they are dealt with swiftly, appropriately, sympathetically and in a calm, low-key way. Give extra attention when they have made the effort to go to the toilet independently.
- After a period of training it may be sufficient to remind the child to go to the toilet on their own. Be positive and patient and praise the child for effort.
- It is important to anticipate toileting needs for these pupils before planning off site activities. Children should not be excluded from off-site activities because of their toileting needs.
- Where difficulties persist there may be more complex issues to consider and further guidance and support may be needed from other professionals. It is important to discuss your continuing concerns with parents/carers and seek their agreement before involving further professional guidance and support.

Children with special educational needs and disabilities

In addition to the good practice guidance described above the following considerations may apply:

- In consultation with parents, Health service staff will provide any relevant medical information, training and advice.
- It may be appropriate to consult a specialist adviser for children with Physical Disabilities who can provide guidance and assistance with risk assessments.
- Specialist equipment may be accessible through a specialist advisor.

Health and Safety considerations

Principals have a duty to safeguard the Health and Safety of pupils and staff. Schools and other settings registered to provide education will already have hygiene or infection control policies as part of their health and safety policy and will follow these when managing a child with toileting needs. Ensure all known allergies are considered when planning and carrying out each child's toileting programme.

Child Protection concerns

The normal process of changing underwear, nappy/pad should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not take place. However, as is always recommended, it would be advisable to have another staff member present should the child be in a secondary setting or have special educational needs. The school nurse may be an appropriate support staff member in such cases.

Refer to the Intimate care and Intimate Care for SOD Service Guidelines

APPENDIX 8

Grooming

Guidance on addressing issues of Grooming

Introduction

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

In the school context, children may be groomed by older students in the school, by adults within the school, or by online contacts.

How does grooming happen?

Groomers will hide their true intentions and may spend a long time gaining a child or young person's trust. They may also try to gain the trust of the whole family so they can be alone with the child.

Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age on-line
- offering advice or understanding
- buying gifts, either real or virtual
- giving the child attention
- using their professional position or reputation
- taking them on trips, outings or holidays.

Using secrets and intimidation to control children

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want.

Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

Online grooming

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child.

They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship.

It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning
- public comments that suggest a child has low self-esteem or is vulnerable.

Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds.

Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

Grooming signs, symptoms and effects

Children may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.
- In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or [inappropriate sexual behaviour for their age](#).

Things you may notice

If you're worried that a child is being abused, watch out for any unusual behaviour.

- Withdrawn suddenly behaves differently
- Anxious clingy
- Depressed aggressive
- problems sleeping eating disorders
- wets the bed soils clothes
- takes risks misses school
- changes in eating habits
- obsessive behaviour nightmares
- drugs alcoho
- self-harm thoughts about suicide

Good Practice Guidance

In the school setting it is important that all staff be watchful for patterns of behaviour, relationships or interactions which may potentially be acts of grooming.

Young adults may not speak out because they are:

- ashamed
- feeling guilty
- unaware that they're being abused
- believe they are in a relationship with a 'boyfriend' or 'girlfriend'.

Grooming, by its nature, is a precursor to child abuse.

As such it is reportable if a child or young adult is at risk of harm or abuse.

Active Strategies for Safeguarding our Students

Parents:

Advice to parents to help support their children by

Helping them choose an age appropriate, non-gender specific nickname to use online

Support for students:

Age appropriate e-safety advice for pupils to help them understand that not everyone is who they say they are online and that personal details are precious and should not be shared.

APPENDIX 9

Social Media

Guidance on abusive behaviour using social media

Social media and networking websites allow users to connect and communicate with others. People use social media and networking to keep in touch with friends, family, colleagues and to meet new people they haven't met in the real world.

Social media is also a means by which child abusers make contact with young people online or young people themselves using the sites to groom, bully and target others.

It is important that schools teach young people how to protect themselves and behave responsibly when using social networking sites. Adult members of the school community need to be watchful for any behaviour or interactions which suggest a child protection risk and report to Child Protection Liaison Officer accordingly.

Creating a personal profile

Personal profile pages enable people of all ages to create a webpage about themselves – and they are popular with young people and adults alike. The page can include information such as name, contact details, address and location, birthday, photo, likes and interests and also allows users to 'post' or upload comments about themselves onto the page.

Educate students to recognise that:

- they must not to post personal details such as home address, email address, mobile number, school name etc. and that this information is private to them and not for sharing.
- what gets put on the Internet can live forever (even if you later remove a picture it may have been copied by someone else and posted elsewhere).
- their password should not be easily guessed and not to be shared – even with their friends.

Setting Privacy Settings

Privacy settings allow people to adjust who has access to what information. Be aware that privacy settings can change frequently. As new applications are added to social networking sites, so are new privacy settings.

Educate students to recognise that:

- they should set the 'protection' levels to their highest, allowing only friends to see their profile and information.
- personal information is private and should be restricted to people they know and trust.
- privacy settings can change so you should check them regularly.

Making 'Friends'

Once a profile page has been created, the user can connect to people they know who also have a profile on the website. This 'connection' will mean that they can now see each other's personal information, photos and send each other messages.

Educate students to recognise that:

- friends should be people that they know.
- they should never meet a person they do not know but have met on-line.

Sending Messages

Social networking sites allow users to talk to each other using an internal email or message system. This means that they can communicate privately rather than on the main profile pages. Some social networking sites also allow you to chat instantly or in real time with someone else.

Educate students to recognise that:

- receiving messages from people they do not know – or messages that make them feel uncomfortable or distressed should be reported to a parent or teacher.
- on-line messaging is just like writing a letter to someone and that once it is sent, you cannot take it back.

Posting pictures

Profile pages allow the user to add a main picture of themselves and on most sites you can create albums and add hundreds of pictures. Sometimes, in the privacy settings you can control who can see your pictures – everyone, friends of friends or just friends.

Educate students to recognise that:

- once something is posted onto the Internet, it could be there forever.
- privacy settings should be set so that they are set to the highest level for pictures.
- pictures of a compromising nature should never be posted or shared.

Good Practice Guidance

Child protection, in terms of social media and cyberbullying, requires schools and parents to work as partners and act swiftly to address any reported or suspected acts.

Schools can:

- change the culture around incident reporting so that both youth and their parents feel comfortable engaging school personnel.
- take special efforts to address the disproportionate level of cyberbullying that occurs among girls and youth with disabilities.
- teach youth about appropriate online behaviors and encouraging digital citizenship.

Active Strategies for Safeguarding our Students

Parents:

- Advice to parents to help support their children
- Share further sources of information and support via presentations and school websites

Support for students:

Age appropriate e-safety advice for pupils to help them understand key messages:

- not everyone is who they say they are online
- personal details are precious and should not be shared
- Once you post, you can't take it back
- THINK before you post
- Where to get help
- AUP outlining expectations for use of online connectivity in school

Refer to the online safety and responding to online risks Service Guideline for more information.

APPENDIX 10

Child to Child (Peer – Peer) Abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including:

serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence.

We take a contextual safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence, they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the school leadership and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

Aldar Education does not use the term 'victim' and/or 'perpetrator'. This is because we take a safeguarding approach to all individuals involved in allegations of or concerns about peer-on-peer abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.

In terms of sexualized behaviours, the NSPCC explains "children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. [Staff] should recognise the importance of distinguishing between problematic and abusive sexual behaviour... As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage, a useful umbrella term is harmful sexual behaviours or HSB." This term has been adopted widely in the field and is used throughout the NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework, as well as this policy. For the purpose of the NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework, and as adopted in this policy, harmful sexual behaviours are defined as "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." Simon Hackett has proposed the following continuum model to demonstrate the range of sexual behaviours presented by children, which may be helpful when seeking to understand a [pupil's/student's] sexual behaviour and deciding how to respond to it.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> -Developmentally expected -Socially acceptable -Consensual, mutual, reciprocal -Shared decision making 	<ul style="list-style-type: none"> -Single instances of inappropriate sexual behaviour -Socially acceptable behaviour within peer group -Context for behaviour may be inappropriate -Generally consensual and reciprocal 	<ul style="list-style-type: none"> -Problematic and concerning behaviour -Developmentally unusual and socially unexpected -No overt elements of victimisation -Consent issues may be unclear -May lack reciprocity or equal power -May include levels of compulsivity 	<ul style="list-style-type: none"> -Victimising intent or outcome -Includes misuse of power -Coercion and force to ensure compliance -Intrusive -Informed consent lacking or not able to be freely given -May include elements of expressive violence 	<ul style="list-style-type: none"> -Physically violent sexual abuse -Highly intrusive -Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour -Sadism

Refer to the Peer to Peer Service Guideline for additional information.

APPENDIX 11

Temporary Briefing Sheet

For staff on short contracts in *Name* school

While working in *Name* school, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you suspect or think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Child Protection Liaison Officer (CPLO), who is *Name* and can be found *details*

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental.
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- observing behaviour that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the CPLO. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in *location* .

Remember, if you have a concern, discuss it with the CPLO.

PERSONS INVOLVED IN TRANSPORTING CHILDREN FOR SCHOOL ACTIVITIES

The issue of transporting children has become a sensitive issue for some schools. Many schools argue that school transport should be outside their responsibility. Others include the issue of transport in the school child protection policy. Whichever is chosen it is important to ensure children are transported safely without risk of harm or abuse.

All drivers must:

- . Hold a valid driving licence for the type of vehicle being driven

- . Be fit to drive
- . Have no medical condition which affects their ability to drive
- . Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc
- . Ensure that they adhere to the appropriate speed limit
- . Ensure that all seat belts are working and worn by everybody in the vehicle

Safety:

- . Be familiar with, and drive in accordance with, the road regulations at all times
- . Drive safely and observe the speed limit
- . Before driving not to consume alcohol or drugs which may impair driving
- . Ensure that all passengers wear seat belts as appropriate
- . Use child proof locks on doors where necessary

Please refer to the Sample briefing sheets for use with visitors and/or extra curricular activities on school site.

APPENDIX 12

Persons involved in transporting children for school activities.

The issue of transporting children has become a sensitive issue for some schools. Many schools argue that school transport should be outside their responsibility. Others include the issue of transport in the school child protection policy. Whichever is chosen it is important to ensure children are transported safely without risk of harm or abuse.

All drivers must:

- . Hold a valid driving licence for the type of vehicle being driven
- . Be fit to drive
- . Have no medical condition which affects their ability to drive
- . Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc
- . Ensure that they adhere to the appropriate speed limit
- . Ensure that all seat belts are working and worn by everybody in the vehicle

Safety:

- . Be familiar with, and drive in accordance with, the road regulations at all times
- . Drive safely and observe the speed limit
- . Before driving not to consume alcohol or drugs which may impair driving
- . Ensure that all passengers wear seat belts as appropriate
- . Use child proof locks on doors where necessary

APPENDIX 13

Safer Recruitment

Across Aldar Education, we strongly recognise the need for vigilant awareness of child protection issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils and parents should feel secure that they can raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by having clear child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning. Vetting applicants and prospective volunteers working with children to ensure they are not unsuitable is a very important aspect of child protection.

In keeping with the above safeguarding statement Aldar Education requires that all persons having regular or unsupervised access to children will be required to produce proof of their having no history of committing any offence that would suggest they present a risk to children. The proof of such should be provided by a recognised law enforcement agency with contact details being provided for verification purposes.

Aldar Education ensures a member of every interview panel has received training in safe recruitment. All staff involved in the recruitment and interviewing process are aware of strategies to identify those who pose a risk and write advertisements, contact referees and interview accordingly.

Please also refer to the Safer Recruitment Service Guideline for Child Protection Coordinators.

APPENDIX 14

Legislation

This is a brief overview of the Legislation and Guidance that staff can refer to if they want more information

United Nations Convention on the Rights of the Child (1989)

This is an international agreement setting out the minimum standards for protecting children's rights. It was incorporated into the law in the Children Act 1989. The Convention refers to all children up to the age of 18 years.

In relation to safeguarding children, it states that:

- the best interests of the child should be a primary consideration when action is taken concerning them
- children are to be protected from all forms of discrimination
- every child has the inherent right to life, survival and development
- children should not be punished cruelly or in a way that belittles them
- children have the right to be protected from all forms of abuse and neglect and be given proper care by those looking after them
- children who are victims of abuse are entitled to the care and treatment needed to recover from the effects of their mistreatment.

Federal Penal Code (3) of 1987, which in relation to child abuse and neglect states, "a person who fails to report a criminal offense is liable to prosecution".

The following articles from Penal Code (3) of 1987 provide further guidance.

Physical Abuse: 336, 337, 338, 339, 340, 341, 342 & 343.

Sexual Abuse: 354, 356, 358, 363, 364 & 362

Emotional Abuse: 351, 352, 372, 373 & 374

Neglect: 348, 349 & 350.

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