



مدرسة جليندال انترناشيونال
GLENDALE
INTERNATIONAL
SCHOOL

Glendale International School

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Member of Global Schools Foundation

CHILD PROTECTION
AND
SAFEGUARDING POLICY

Prepared: HOI - Venera Golubina

Review of policy

- This policy has been discussed and agreed by the GIS School community of staff, students and parents. It will be reviewed again in September 2026

Background

The UAE Government gives child-related issues a priority out of its clear commitment to offering the optimal environment for the child's growth and protection of their rights. The UAE became a signatory to the International Convention on Children's Rights in 1997. The UAE Government implemented the child abuse Federal law in the mid of the Year 2012. In November 2012, the UAE Cabinet approved "Wadeema's Law" to "protect children in the UAE.

In April 2012, UAE had "embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer care and support to all children who need it."

Protecting children from online risks is no exception. In fact, the UAE has adopted preventive measures and solutions designed to protect children from online risks at various levels:

- International Community
- International law
- National initiatives

Purpose

All the staff at Glendale International School, Dubai are committed to safeguarding and promoting the welfare of the children. **The Child Protection & Support Policy exists in the school to put the students, of all ages, at levels in the school, from all types of abuse. The policy is applied to all the staff and volunteers working in the school, visitors, and the school management and governors as well.**

The main purposes of child protection are to keep a child safe and secure, protecting the child from harm. Children now have to be kept informed about what is likely to happen to them and their opinions should be sought, particularly if decisions are to be made that affect their future.

Children and youth heavily rely on the internet for schoolwork, online gaming, and social networking. Although technology is supposed to be a helpful tool, there are also many dangers which threaten the safety and well-being of children. According to UNICEF, one in Three internet user is under 18 years of age (Source: The State of the World's Children Report 2017)

Operational Definitions

A Child under this policy is a person who has not attained the age of 18 years.

Child Protection refers to the protection from violence, exploitation, abuse and neglect. It is internally linked to every other right of the child. Every child has a right to protection. This not only includes children who are in difficult circumstances and those who have suffered violence, abuse and exploitation but also those who are not in any of these adverse situations and yet need to be protected in order to ensure that they remain within the social security and protective net.

The World Health Organization (WHO) defines **child abuse and child maltreatment** as "all forms of physical and/ or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

There are four major categories of child abuse: neglect, physical abuse, emotional abuse, and sexual abuse (Giovannoni & Becerra, 1979) and also include corporal punishment, bullying and exploitation.

Neglect is the failure to provide for the shelter, safety, supervision and nutritional needs of the child and may be physical, e.g., lack of health care, abandonment, inadequate supervision; educational, e.g., allowance of chronic truancy, failure to enrol a child in school, or emotional, e.g., inattention to the child's needs for affection, refusal of or failure to provide needed psychological care, and permission of drug or alcohol use by the child (English et al., 2005).

In **physical abuse** an injury is inflicted on the child by a caregiver via various non-accidental means, including hitting with a hand, stick, strap, or other object; punching; kicking; shaking; throwing; burning; stabbing; or choking (Sedlak and Broadhurst 1996).

Emotional abusers reject, isolate, terrorize, ignore, and corrupt their victims (Garbarino and Garbarino, 1994). Examples of emotional abuse include verbal abuse, penalising a child for positive/ normal behaviour and witnessing domestic violence.

Child sexual abuse is any sexual act with a child performed by an adult or older child including intercourse, attempted intercourse, oral-genital contact, fondling of genitals directly or through clothing, exhibitionism, exposing children to adult sexual activity, and the use of the child for prostitution or pornography (Putnam, 2003a).

Exploitation is any commercial or other exploitation of a child refers to use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labor and child prostitution. These activities are to the detriment of the child's physical or mental health, education, or spiritual, moral or social-emotional development.

Potential abuse is a situation where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.

Corporal punishment, a physical punishment inflicted on a child by a teacher or any adult in authority, such as the guardian, as a form of discipline, and is considered as physical abuse.

Bullying is defined as repeated, persistent and aggressive behaviour [INCLUDING ONLINE] intended to cause fear, distress, or harm to another person's body, emotions, self-esteem or reputation (Canadian province of Ontario, 2012).

For signs of Abuse, refer to Appendix-1.

Introduction

Keeping children safe is everyone's responsibility. Organisations and professionals who work with children are required to ensure that their policies and practices reflect this responsibility.

A child protection policy provides guidelines for organisations and their staff to create safe environments for children. It is a tool that protects both children and staff by clearly defining what action is required in order to keep children safe, and ensuring a consistency of positive behaviour so that all staff follow the same process. A child protection policy also demonstrates an organisation's commitment to children and ensures public confidence in its safe and supportive practices.

The policy aims to protect all children in Glendale International School, Dubai from all forms of violence, negligence, abuse and exploitation, and to provide necessary care and support to all children and families who need it.

AIMS & OBJECTIVES

CHILD PROTECTION & SAFEGUARDING POLICY ensure:

- Clearly defined requirements to keep children and staff safe
- Clear ways of identifying concerns
- Appropriate procedures to be followed for raising a concern or complaint •
Guidelines for reporting and recording concerns
- Recruitment guidelines including screening and vetting procedures for both paid and unpaid staff •
Safe working practices and agreed staff behaviour
- Child protection training for all staffs working with children

IDENTIFICATION AND INTERVENTION

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When to be concerned or put forward complaint:

I. Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff •
Repeated injuries
- Unaddressed illnesses or injuries

II. Staff should be concerned if a student

- Has any signs or injury which is not typical of the bumps and scrapes normally associated with the child's activities
- Regularly has unexplained injuries
- Frequently has injuries even when apparently reasonable explanations are given • Offers confused or conflicting explanations about how injuries were sustained • Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behavior which is unusually explicit and/or inappropriate to his or her age, discloses an experience in which he or she may have been harmed.

III. People who could be involved in Abuse

- Students
- Parents
- Staff Members
- Outsiders
- Family Members, etc.

ABUSE BY STUDENT

- Students report the case of abuse to the class teacher.
- The class teacher reports the case to the Counselor, HOI, and Supervisor Or Principal.
- Minor issues are settled by the Counsellor speaking to the students involved in the case.
- In major issues, matter is taken up to the Supervisor and Principal.
- Students are sent for counselling and for medical checkup to the clinic, if required.
- Parents are informed by the concerned staff.
- The affected student is monitored by the Counsellor/Class teacher for some period of time.
- The record is maintained for the same.

The Student who has been the victim can refer the case directly or by the help of a student to the counsellor.

ABUSE BY PARENT

- The student reports to the Class Teacher/Counselor.
- The matter is brought to the notice of the SLT, Governor and Principal.
- The parent is called to the school for investigation and guidance.
- The student is sent for Counselling to the school Counsellor.

ABUSE BY THE RELATIVE

- Students report to the class Teacher/Counsellor
- The matter is brought to the notice of the HOI, Governor and Principal
- The parent is called to the school and the matter is discussed for further actions • The student is sent to the School Counsellor.

ABUSE BY OUTSIDERS (During field trips, edutainment trips, picnics

- etc.)** • The student reports to the Class Teacher/Counsellor
- The Matter is brought to the notice of HOI, Governor and Principal.

- The in-charge also reports to the concerned authorities where the trip/picnic takes place. • The parent is informed about the issue.
- The student is sent to the Counsellor for counseling.

ABUSE BY THE TEACHER:

- The student reports to the Parent/Counsellor.
- Parent/Counsellor informs the HOI.
- The teacher concerned is called by the DSL member and the Principal.
- A memo is issued to fire the concerned teacher by the Principal.
- Parents are informed by the Principal and assured that action will be taken on the teacher and no such incident will occur hence forth.
- In the case of the teacher resorting to abuse/harassment in spite of the repeated warnings, a strict action will be taken by the Principal
- The student is counseled by the counselor.

ABUSE BY THE SUPPORT STAFF:

- Student report the case to the Parent/ Class Teacher/Counsellor
- The class Teacher/Counsellor/ Parent informs the DSL. The issue is taken up to the Principal and the concerned staff is warned.
- In extreme cases, the person may be terminated from the school through appropriate channels and leadership decisions.

Safer Use of Technology

Students are taught online safety as part of a broad and balanced curriculum, which includes lessons on staying safe online as part of the Personal, Social, and Health Education syllabus as well as ‘Digital Challenges’ in the Moral Education Framework. Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

The breadth of issues classified within online safety is considerable, but can be categorized into **three areas of risk**:

- content: being exposed to illegal, inappropriate, or harmful material;
- contact: being subjected to harmful online interaction with other users; and •
- conduct: personal online behavior that increases the likelihood of, or causes harm.

The School will do all it reasonably can to limit students’ exposure to the above risks when using the School’s IT systems by having in place a filtering system to safeguard pupils from potentially harmful and inappropriate material online without “over blocking” or imposing unreasonable restrictions as to what pupils can be taught through online teaching

IV. 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
- Reassure the child but not make promises that you will keep this to yourself.
- Maintain confidentiality, but report it to the SLT which will then be reported to the DSL - Principal.
- Re-assure the pupil that what has happened is not their fault
- Stress that it was the right thing to inform us about the incident
- Listen rather than ask direct questions
- Ask open questions rather than leading question
- Don't criticise the perpetrator
- Explain what has to be done next and who has to be told to take appropriate action

Flow chart for quick review of disclosure, refer to Appendix-2

V. Role of Child Protection Team

- o Have individual responsibility for reporting child protection concerns.
- o Keep written records of concerns about children - noting the date, incident and action taken.
- Where there is cause to take the matter further, the member of the committee must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns.

Monitor child protection awareness in the school and ensure that due diligence is given to Child Protection issues.

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults and persons in the school whom they can approach if they are worried or in difficulty.
- The Principal, Governor and the Child Protection Team (CPT) will meet regularly to discuss Child Protection within the school and to review policies and share best practices and procedures.

VI. Procedure

When a child reports abuse, the teacher will inform the Designated Safeguarding Lead (DSL) immediately. The teacher should also inform the DSL as soon as possible if there is reasonable cause to believe that abuse is occurring. The DSL will take initial steps to gather information regarding the reported incident. At this stage she/he will:

- Interview staff members as necessary and document information related to the case.
- Consult school personnel to review the child's history in the school.

The DSL will then form a school-based response team to address the report. The response team may include the school doctor, nurse, teacher, and other individuals as the DSL sees fit. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

Based on acquired information, a plan of action will be developed to assist the child and family. Actions that may take place are:

- Discussions between the child and the DSL in order to gain more information.
- In-class observations of the child by the teacher, counsellor, or administrator.
- Meetings with the family to present the school's concerns.
- Referral of the student and family to external professional counselling.
- Consultation with local authorities

Subsequent to a substantiated case of child abuse or neglect, the following actions may take place: • The DSL will maintain contact with the child and family to provide support and guidance as appropriate.

- The DSL will provide the child's teachers ongoing support, and provide strategies for the teacher to use.
- The DSL will maintain contact with outside therapists, in order to update the leadership team about the progress of the child, and to keep the SLT informed about the progress of the therapy sessions delivered inside the school as well.
- The School Principal and Governor of Inclusion & Wellbeing may refer the case to local authorities for further action, if necessary.

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, staff should ensure that they consider the following points of guidance (taken from Principles for Safe Working Practice for the Protection of Children and Staff in Education Settings. (Feb 2005).

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead to any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work in an open and transparent way (especially when working with individual pupils). Staff should not allow pupils to visit their place of residence. Staff should discuss and /or take advice [promptly from their line manager or another senior member of staff over any incident, which may give rise to concern. Records should be made of any such incident and of decisions made or further actions agreed with the Principal should be informed.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against

VIII. Assistance to Pupils

1. Physical contact and intimate care:

Intimate care is defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but are unable to do because of young age, physical difficulties, or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as helping with washing, toileting or dressing, etc.

We are committed to ensuring that all staff responsible for the intimate care of children undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

The child's welfare and dignity are of paramount importance. Children must be treated with respect, whatever their age, gender, disability, religion, or ethnicity. No child should be attended to in a way that causes distress or pain to him/her.

Staff will work in close partnership with parents and caretakers to share information and provide continuous quality care. The religious views and cultural values of families will be taken into account, particularly as they might affect certain practices or determine the gender of the caretaker.

2. Working with children in practical lessons:

Staff should not touch pupils, particularly when reprimanding them. However, there may be occasions when a distressed pupil needs comfort and reassurance, which may include comforting such as a caring parent would give. Employees should use their discretion in such cases to ensure that what is done, and what is seen to be done by others, is normal and natural and does not become unnecessary or unjustified contact, particularly with the same pupil over a period of time.

The law forbids a teacher to use any degree of physical contact that is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury, or humiliation. **However, if a child's actions present a major hazard or risk to themselves, other pupils, or staff, employees are legally permitted to use reasonable and proportionate physical intervention to mitigate that risk. Such intervention must be the minimum necessary to ensure safety and must always be documented and reported according to school policy.**

XI. Missing Pupils:

It is important that immediate action is taken if a pupil is found to be missing. The Supervisor must be informed and if the pupil is not found after the buildings and grounds have been searched, the parents must be informed and the police should be called for further action and investigation.

X. Dealing with allegations against School Staff:

There has been widespread concern that in some instances, there may be malicious accusations brought against employees by children and/or their parents.

The Committee must be informed of the allegation on the same day and is responsible for conducting an investigation. The employee concerned may be suspended whilst an investigation is conducted, but this is not an automatic procedure. Circumstances in which suspension occurs include:

- Where a pupil(s) is at risk; the person has behaved in such a way that indicates that she/he is unsuitable to work with children.
- where the allegations are so serious that dismissal for gross misconduct is possible;
- Where a suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

XI. Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and distributed on a need-to-know basis only. This includes the following people:

- o Principal
- o SLT Members
- o DSL Members
- o Parents of the student who is alleged to have been abused

Members of staff have access to confidential information about pupils in order to undertake their everyday responsibilities

Staff are expected to:

- o Treat information they receive about pupils in a discreet and confidential manner.
- o Seek advice from the Principal, if they are in any doubt about sharing information they hold or which has been requested from them.
- o Be cautious when passing information to others about a pupil.
- o Information is released after taking consent from the student or parent.

XII. Records and Monitoring:

- Well-kept records are essential to good Child Protection practice. Concerns and disclosures should be recorded in writing by the members of staff who receive them and passed to the Designated Teacher without delay.
- The Designated Teacher in consultation with the Principal will then decide on further action and any appropriate monitoring program for the pupil
- Records are stored in a proper filing system maintained by the Principal or Governor.
- When pupils with these records in the filing system pass on to their next school, the Principal is responsible for transferring information judged to be relevant to the student's next school.

Recording suspicions of abuse and disclosures:

Staff should make an objective record of any observation or disclosure and

include:

- Child's Name and address

- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of injuries or marks seen
- Exact observation of an incident including any other witnesses
- Name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent(s) (where deemed appropriate necessary).

XIII. "My voice matter" Mechanism:

- "Hear ME out" box, where children can leave notes explaining their issues.
- The box will be opened every Friday by the school counselor and HOI.
- To have a mechanism for reporting and responding to child protection violations.

XIV. Child Protection and the Curriculum:

The school curriculum is important in the protection of children. We aim to ensure that curriculum development meets the following objectives.

- Developing pupil's self-esteem
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour with adults;
- Developing non-abusive behaviour among pupils.
- Promotion of Online Safety and Guidelines

XV. Policy review:

- The Schools Leadership Team is responsible for ensuring the annual review of this policy.
- The Schools Leadership Team is also responsible for ensuring that the list of key contacts on the cover sheet is updated.
- Policy will be reviewed yearly in the month of August and implemented from 1st September onwards.

XV. Involvement of Outside Agencies:

Dubai Foundation for Women and Children (DFWAC)

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 29
- Helpline 800 111 or email help@dfwac.ae

- Website – www.dfwac.ae

Dubai Police Human Rights Department

24/7 Duty Officer 056 6862121

Latifa Hospital Child Welfare Unit

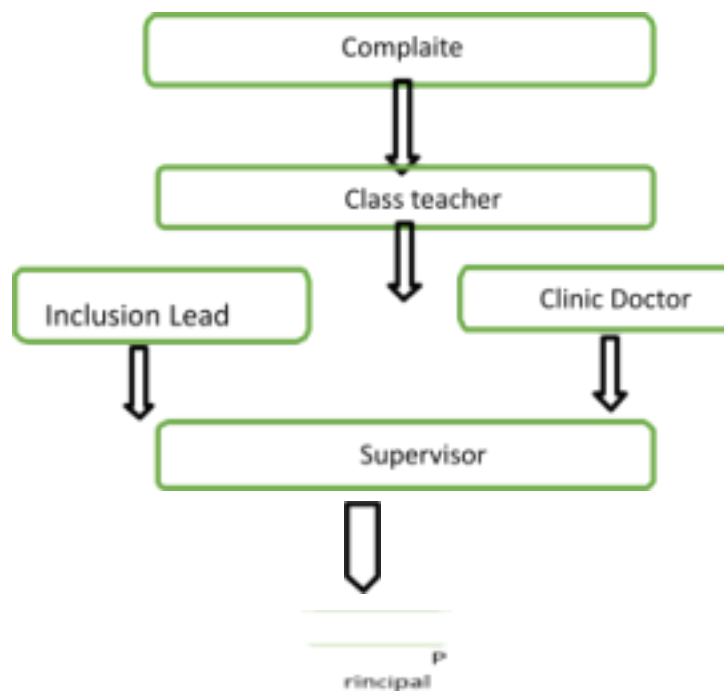
Tel: 04 2193000

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PO Box 4115 Dubai, UAE

Working Hours: 24 Hours Community Development Authority

(Centre) **HIERARCHY/ESCALATION CHART**



Responsible committee members

Roles and responsibilities of committee members

Principal will:

- Comply with the provisions of this policy and shall publish a Child Protection policy to protect students from any abuse and neglect in school. The policy should meet the minimum requirements of good care and support for all students in the school.
- Ensure that the policy is not contradicting with the child protection and safeguarding guidelines of the region or international rules and regulations
- Ensure that procedures to prevent situations that could lead to the abuse or neglect of students are in place and understood by all school staff and leaders.
- Ensure the supervision of students at all times while in school's care.
- Ensure that there is priority emphasis within the school on the protection of the students and for taking immediate actions when there is suspicion of cases of student abuse or neglect.

- Ensure that students can safely report their concerns about abuse and/or neglect without fear of retribution or punishment.
- Ensure that staff and others can safely report their concerns about the potential exposure of any student to abuse and/or neglect without fear of retribution or punishment.
- Gain views from students and parents regarding security and protection within the school.
- Immediately report any case of potential abuse and/or neglect of students as stated by this policy.
- Ensure that all staff and administrators targeted for student protection training are fully attended and participate in all training sessions.
- Conduct orientation sessions for parents/guardians upon student registration or enrollment and at the start of every school year to promote this policy and to inform them of their roles and responsibilities, and their rights and duties.
- Maintain students' records in compliance with Student Records Policy, and ensure confidentiality of open and closed cases.
- Immediately suspend any staff member who is suspected of an offence involving student abuse and/or neglect on a temporary basis until the suspicion is adjudicated

Administration and A&PR Managers will:

- Ensure safety and security of students in school and school buses
- Ensures that CCTV cameras are regularly checked to monitor staff and student's behaviours in school and buses
- Ensure that drivers and bus conductors behave properly with all students while travelling to school, etc.
- Ensures students safety and security, when students are going in school transport to colleges, universities, schools and excursions etc.
- Ensures that First Aid boxes are available in all departments in school and buses etc.
- Ensures to report the identified cases through CCTV and transport staff to the school counsellors and clinic doctors for intervention.
- A&PR will ensure to direct the parents to report their complaints through proper channels to the concerned person to resolve the issues and implement the interventional strategies.

Supervisor will:

- Ensures to refer parents and complainants to the DSWS(Department of students well-being and safety) department for further investigation and appropriate action
- Ensures a positive and purposeful relationship development with all parents of our students
- Guides staff to follow the best child protection and safeguarding guidelines set by the school DSWS department professionals
- Attend regular child protection and safeguarding meetings to resolve the issues and promote best practices

Inclusion Manager will:

- Ensure that the school has a child protection policy in place which is consistent with UAE Child Protection Procedures, and is readily accessible to all members of staff, both teaching and non teaching
- Ensure that the implementation and effectiveness of the policy and any associated policies e.g. bullying are reviewed annually by it becoming a standing item on the governing body's agenda

with information also being provided on training, the number of incidents and cases (without details or names).

- Ensure that the school prospectus contains a section on the child protection policy in order to make parents aware of the school's responsibilities
- Consider, with DSL and designated child protection teacher, the place of child protection in the school curriculum
- Ensure that designated and other staff has the opportunity to attend appropriate training
 - To arrange specific training sessions for staff, students and parents
 - To make follow up of child protect cases with Child Protection Officer
 - To educate and train school leaders on child protection and safeguarding management in school, etc.
- Provide positive encouragement to the child.
- Support the student's emotional wellbeing.
- Any harm to the student will be reported to the Child Protection & Inclusion Officer and relevant information will be shared.
- Liaise with family members determine how best to promote the child's safety both at school and home.
- Conduct regular counselling sessions for the student who is abused.
- To improve the positive thinking and self-esteem of the abused student, etc

Clinic Doctors will:

- **Ensure early identification of physical and sexual abuse cases**
- Ensure identification of hit and run cases in school
- Conduct examinations and detailed assessments of identified cases
- Prepare health profiles of child protection cases
- Give proper medical treatment to the child protection cases
- Make referrals to the external agencies with the permission from the Child Protection & Inclusion Officer, Governor or Principal.
- Ensure that relevant information obtained in the course of their duties is communicated to the Child Protection & Inclusion Officer
- Types of injuries, attendance and frequency are recorded.
- Requested to provide physical treatment and emotional support after a child has been abused ● Required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition
- Child abuse can leave deep emotional scars and the School Doctor or Nurse should recognize these and help to develop a rehabilitation plan in liaison with the Child Protection & Inclusion Officer and other appropriate staff in the case management team.
- In some cases, the child may have to take medication as a result of the abuse. The School Doctor or Nurse should ensure that all standards and procedures for administering medications in the school setting are met.

Class Teacher will:

In maximum cases, the first person to raise a concern is the class teacher. They will collect detailed, accurate, secure written records of concerns & complaints, and then liaise with designated

safeguarding staff.

Class Teacher's role towards creating awareness among students about:

- Safe touch and unsafe touch.
- Strategies for defence mechanisms.
- Keeping other staff informed about the immediate safety measures for child protection and safeguarding issues.
- Avoid use of "Not in use" rooms in the school.
- Learn to say 'NO' when it seems to be very uncomfortable
- Effective use of the complaint box

The Responsibilities of the whole School Staff:

All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in the school. In doing so, they should seek advice and support as necessary from the Principal, Supervisor, Child Protection & Officer, Counsellor and the Designated Class Teacher etc.

Staff is expected to provide a safe and caring environment in which children can develop the confidence to share their ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

All school staff is expected to:

- Be aware of signs and symptoms of abuse
- Report concerns to the Designated Class Teachers as appropriate
- Keep clear, dated, factual and confidential records of child protection concern and complaints etc.

The Responsibilities of HR department:

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

- Provision of an up-to-date police 'good conduct' letter and/ or criminal records check
- That two or more references are taken up from previous employers with follow-up questions with regard to the applicant's compliance with any Child Protection procedures.
- A declaration signed by the prospective employee on any application form or contract that he/she has not been convicted or undergoing court or disciplinary proceedings for any offence involving child abuse or breach in exercising a duty of care for children.

The Responsibilities of Security Staff:

- The Security staff undertakes to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a visitor's pass to be worn for ease of identification and monitoring of visitors in the school.

Indicators of Physical Abuse:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas)
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or hair brush
- Linear bruising at any site, particularly on the buttock, back or face
- Bruising or tears around, or behind, the earlobe indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, suffocation, strangling and a squeezing.

Fractures:

Fractures may cause pain, swelling and discoloration over a bone or joint. It is unlikely that a child will have had a fracture without the caretaker being aware of the child's distress.

If the child is not using a limb, has pain on movement or has swelling in the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth injuries:

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning:

Ingestion of tablets or domestic poisoning in children less than 5 years is usually due to the carelessness of a parent or caretaker, but it may be self-harm even in young children.

Fabricated or induced illness:

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their caretaker.

Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding or eating disorders, as a result of unpleasant feeding indications
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike Of
- Attachment disorders
- Lower self esteem
- Poor quality or no relationship with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite marks:

Bite marks can leave a clear impression of the teeth when seen shortly after the injury has been inflicted. The shape becomes a more diffused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical or dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and scalds:

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area of scalds that have lines indicating immersion or poured liquid.

Old scars indicate the previous burns or scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttock of a child, particularly in the absence of burns of feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars:

A large number of scars or scars of different sizes or ages, or on different parts *of* the body, or unusually shaped may suggest abuse.

Emotional/behavioural presentation:

- Refusal to discuss injuries
 - Admission of punishment which appears excessive
 - Fear of parent being contacted and fear of returning home
 - Withdrawal from physical contact
 - Arms and legs kept covered in hot weather
 - Fear of medical help
 - Aggression towards others
 - Frequently absent from school
 - An explanation which is inconsistent with an injury
- Several explanations provided for an injury

Indicators related to Parents:

- May have injured themselves that suggest domestic violence
- Not seeking medical help or unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested and disturbed due to accident or injury
- Aggressive towards child and others
- Unauthorised attempts to administer medication
- Tendency to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatic disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Parent and caregiver may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parents and caregivers have convictions for violent crimes.

Indicators related to Family Environment:

- Marginalised or isolated by the community
- History of mental illness, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents or siblings in the family

- Past history of children abuse, self-harm, somatic disorder or false allegations of physical or sexual assault or culture of physical chastisement.

Indicators related to Emotional Abuse:

- **Developmental delay**

- Abnormal attachment between a child and parent or caregiver e.g. anxious, indiscriminate or no attachment
 - Aggressive behaviour towards other
- Child escape gated within in the family
- frozen watchfulness, particularly in pre-school children
- Lower self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, sucking etc.)
- Self-ham
- Fear of parents being contacted
- Drug or solvent abuse
- Compulsive stealing
- Detachment- 'don't care' attitude
- Social isolation- does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention, self- injury etc.
- Inappropriate peer relationships including withdrawal or isolated behaviour.

3. Indicators related to Neglect:

Physical presentation

- Failure to thrive, order children, and short stature
- Underweight
- Frequent hunger
- Dirty condition
- Inadequate clothing
- Red or purple mottled skin, particularly on the hands and feet, seen in the winter due to cold • Swollen limbs
- Abnormal voracious appetite
- Dry, spare hair
- Recurrent or untreated infections e.g. persistent head lice and diarrhoea
- Unmanaged or untreated medical conditions including poor dental hygiene etc.
- Frequent accidents or injuries

● **Indicators related to Sexual Abuse:**

Physical presentation

- Urinary infection, bleeding or soreness in the genital or anal areas
- Recurrent pain or passing urine or faces
- Blood on under clothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed or there is secrecy or vagueness about the identity of father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdominal, thighs, sexually transmitted diseases, presence of the semen on vagina, anus, external genitalia or clothing etc.

Emotional and Behavioural Presentation:

- Make a disclosure
- Demonstrate sexual knowledge or behavior inappropriate to age or stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawal •
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Running away from home
- Poor attention and concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying and crying
- Inappropriate sexual conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviour e.g. thumbs sucking, shouting etc.

Disclosure Form

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 concerned authority

References

- 1989 UN Convention on the Rights of the child
- 1989 The Children's Act 2003 what to do if you're worried a child is being abused
- 2005 Guidance for safe working practice for the protection of children and staff in educational settings.
- 2007 Safeguarding Children and Safer Recruitment in Education.
- 2013 Working Together to Safeguard Children
- 2014 Safeguarding Children in Education
- 2014 UAE Child Rights Law
- UAE Federal Law No. 3 of 1987 on Penal Code
- UAE Federal Law No.3 of 2016 on Child Rights