



CHILD PROTECTION POLICY

Date of review	March 2022
Date of next review	March 2023
Reviewed by	Principal, Child Protection Team,

Rationale

We seek to be a school in which student welfare is protected and promoted. We take all reasonable measures to ensure that risks of harm to students are minimised. We address concerns about the welfare of students, working to agreed policies and procedures, in full partnership with other appropriate agencies when required.

Aims

- To provide clear direction to staff and others about expected codes of behaviour in dealing with Child Protection issues
- To develop an ethos in which students feel secure and know that they are listened to and heard.
- To make explicit the school's commitment to the development of good practice and sound procedures so that child protection concerns and referrals are handled sensitively, professionally and in ways that supports the needs of the child.
- To equip students with the skills, strategies and language they need to stay safe from bullying and abuse.

Definition

- a) **Neglect** - The persistent or severe neglect of a child which results in impairment of health or development.
- b) **Physical Abuse** - Actual or likely physical injury to a child, or failure to prevent physical injury or suffering.
- c) **Sexual** – Actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles.
- d) **Emotional** – actual or likely severe adverse effects on the emotional and behavioural development of a child by persistent or severe emotional ill-treatment, neglect, or rejection.
- e) **Potential abuse** – situations where children may not have been abused but where 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.
- f) **Bullying** - any persistent and uninvited behaviour which insults, hurts or intimidates someone (includes cyber bullying).

Framework- working together to safeguard children

UAE schools are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused or suspected of abuse.

The Ministry of Interior Child Protection Centre aims to develop, implement and customize the initiatives and processes to provide safety, security and protection for all children in the UAE; guidance can be found at:

<https://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Designated Leaders should have responsibility for coordinating action within the school
- All staff should receive Child protection training appropriate to their role.
- Schools should have procedures, of which all staff are aware, for handling suspected cases of abuse of pupils. Including procedures to be followed, if a member of staff is accused of abuse.

Child Protection Team-Roles and responsibilities

Role	Name	Email	Telephone
Principal	Ms. Shamaela Ahmad	principal@pea.ae	+971501110350
Section Head Girls' Wing	Ms Rana Kazim	rannakazim@pea.ae	+971509408195
Section Head Boys' Wing	Mr Rashid Hussain	rashid.hussain@pea.ae	+971507981394
Section Head Primary	Ms Shaista Zaheer	Shaistazhr_mirza@pea.ae	+971559047900
Section Head KG	Ms Zarmeen Khan	Zarmeen_khan@pea.ae	+97143370126
Well-being Co-ordinator	Ms Sufiya Patel	sufiya_patel@pea.ae	+971526993521
Head of Inclusion	Shamsa Akbar	Shamsa.akbar@pea.ae	+971586719904
SEN/ Designated CP officer	Raheela Afsheen	Raheel.afsheen@pea.ae	+971555507739
School counsellor -Girls	Ms Reshma Richard	Resha.psy@pea.ae	+971553067690
School counsellor- Boys	Mr Muhamad Nauman	Numan.counselor@pea.ae	+97143370126
School Doctor	Dr Kanwal Fatima	drkanwal@pea.ae	+97143370126

Their role is:

- To ensure all staff are familiar with school guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure students are aware of acceptable and unacceptable behaviour by both adults and other children;
- To provide information to parents regarding our procedures and legal responsibilities in the case of disclosure taking place at school;
- To ensure that the school operates an effective child protection policy;
- To ensure that all staff receive foundation training in child protection;
- To be responsible for coordinating action and liaising with other agencies and support services over child protection issues;
- To support and advise staff on child protection issues;
- To ensure staff have up to date training including new staff;
- To monitor the attendance and development of children who have given cause for concern;
- To disseminate relevant information to the appropriate staff such as to class teachers or teaching assistants;
 - To complete CP records and send onto new schools (where relevant)
- Within 72 hours of a case referral being raised: File referral paperwork securely into the child protection folders;
- To ensure that written child protection records are accurate and securely stored electronically and securely to help ensure student confidentiality;
- To provide information to parents regarding our procedures and legal responsibilities in the case of disclosure taking place at school;

- To ensure the Child Protection Policy is posted on the school website and QCR codes are displayed in the reception area and on notice boards in the different sections to help parents' and school staff understanding of child protection issues;
- To ensure the school adheres to Statutory Guidance with regards to safer recruitment, selection and pre-employment vetting for all members of staff including governors, senior and middle leaders;
- To ensure the school ensures that staff employed by external agencies and providers, including catering, cleaning and grounds maintenance receive appropriate safeguarding training from their employers. Contractors are required to provide details of the training given and its frequency;
- To recognise that children are capable of abusing their peers and the increased difficulties and vulnerability of SEN children. Peer on peer abuse can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Through close monitoring by all staff, strong pastoral structures and a clear behaviour policy, we seek to minimise the risk to all.

School Counsellors

The role of our school counsellors is to:

- Provide support and guidance for students, parents and staff as needed
- Make himself/herself readily known to all in school by promoting her role, programmes, etc.
- Meet with the CP Team to update in the status of current/new concerns

Class Teachers

Class teachers will, in most cases, be the first person that a concern is raised by. They will collate detailed/accurate/secure written records of concerns and liaise with the child protection team.

The School Nurse/ Doctor

Their role is to ensure that relevant information obtained in the course of their duties is communicated to the CP Team. Types of injuries, attendance and frequency are recorded.

The Responsibilities of all staff at PEA

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Principal/Section Heads
- b) All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:
 - Be aware of signs and symptoms of abuse;
 - Report concerns to the Section Heads as appropriate;
 - Keep clear, dated, factual and confidential records of child protection concerns. **(Appendix 3)**

Staff contact with pupils

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

- 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 where possible not be alone with a child in a room 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 for concern.
- Records should be made of any such incident and of decisions made/further actions agreed and the Principal should be informed
- Staff should be aware that breaches of the UAE law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Allegations against staff

- If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Principal.
- Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Principal, with a record of the concerns made, including a note of anyone else who witnessed the incident or allegation. (Appendix 3)

Managing Student Disclosure

- Staff are given guidelines on how to manage a student disclosure on an annual basis;
- If a staff member is concerned that a student is or has been a victim of abuse, they should speak to a Child Protection Team member immediately, without promising confidentiality to the student. These concerns will then be recorded electronically and dealt with appropriately; **(Appendix 3)**
- If a disclosure is made on a residential school visit the member of staff informed will report to a Section Head/ Team member upon their return. If the child is in imminent danger the trip leader can contact either a Section Head / team member or the emergency services as appropriate;
- The school cannot always share student disclosures with their parents. If a student makes an allegation about the Principal, the member of staff should inform the Chair of Governors immediately who will follow appropriate guidelines as outlined by the KHDA;
- Staff may search a student if they are believed to be carrying any item that may prove harmful to themselves or others. The school does not need permission to do this.

OUTSIDE AGENCIES-ONLY APPROACHED BY THE DCPO OR ON APPROVAL BY THE PRINCIPAL

- **Police – 999**
- **Ministry of Interior Child Protection Centre Hotline - 116-111**
- **Website - www.moi-cpc.ae**
- **Email - childprotection@moi-cpc.gov.ae**

When to be concerned

Staff should be concerned if a pupil:

- has any injury which is not typical of the bumps and scrapes normally associated with children's activities;
- regularly has unexplained injuries;
- frequently has injuries, even when apparently reasonable explanations are given;
- offers confused or conflicting explanations about on how injuries were sustained; • exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age;
- discloses an experience in which he or she may have been significantly harmed.

Signs of possible abuse include: (There are not exhaustive or necessarily indicative of abuse).

a) Neglect

- Constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self-esteem.

b) Physical

- Unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries.

c) Sexual •

Tendency to cling, tendency to cry, genital itching, acting 'like a baby', distrust of familiar adults, wetting and/or soiling, fear of undressing, throat infections, depression, fearful/panic attacks. d) Emotional • Physical, emotional, developmental delay, over-reaction to mistakes, tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Munchausen Syndrome by proxy (If a parent of child deliberately fabricates or induces illness in that child). Signs may include; perceived illness, doctor shopping.

Dealing with a disclosure

If a pupil discloses that he or she has been abused 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 which it might not be possible to
- reassure the pupil that what has happened is not their fault;
- stress that it was the right thing to tell;
- listen, rather than ask direct or leading questions;
- ask open questions rather than leading questions;

- not criticise the perpetrator;
- explain what has to be done next and who has to be told;
- make notes to write up a written record if required;
- not promise confidentiality, as it might be necessary to refer the case to the Child Protection Team

Recording a disclosure

When a pupil has made a disclosure, the member of staff should:

- make some brief notes as soon as possible after the conversation;
- not destroy the original notes in case they are needed by a court;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- Use the diagram in Appendix 2 to indicate the position of any bruising or other injury;
- record statements and observations, rather than interpretations or assumptions. **(Appendix 3)**
- Pass this onto the Section Heads/ Child Protection Team

The Principal will make all reasonable attempts to protect and otherwise support pupils who have disclosed information about possible child abuse incidents. Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him/herself and discuss this with the Principal.

Staff should treat information about pupils in a discreet and confidential manner and seek advice from the Principal or Child Protection team if concerned or unsure of how best to proceed and be careful when passing information to others about a pupil.

Records and monitoring

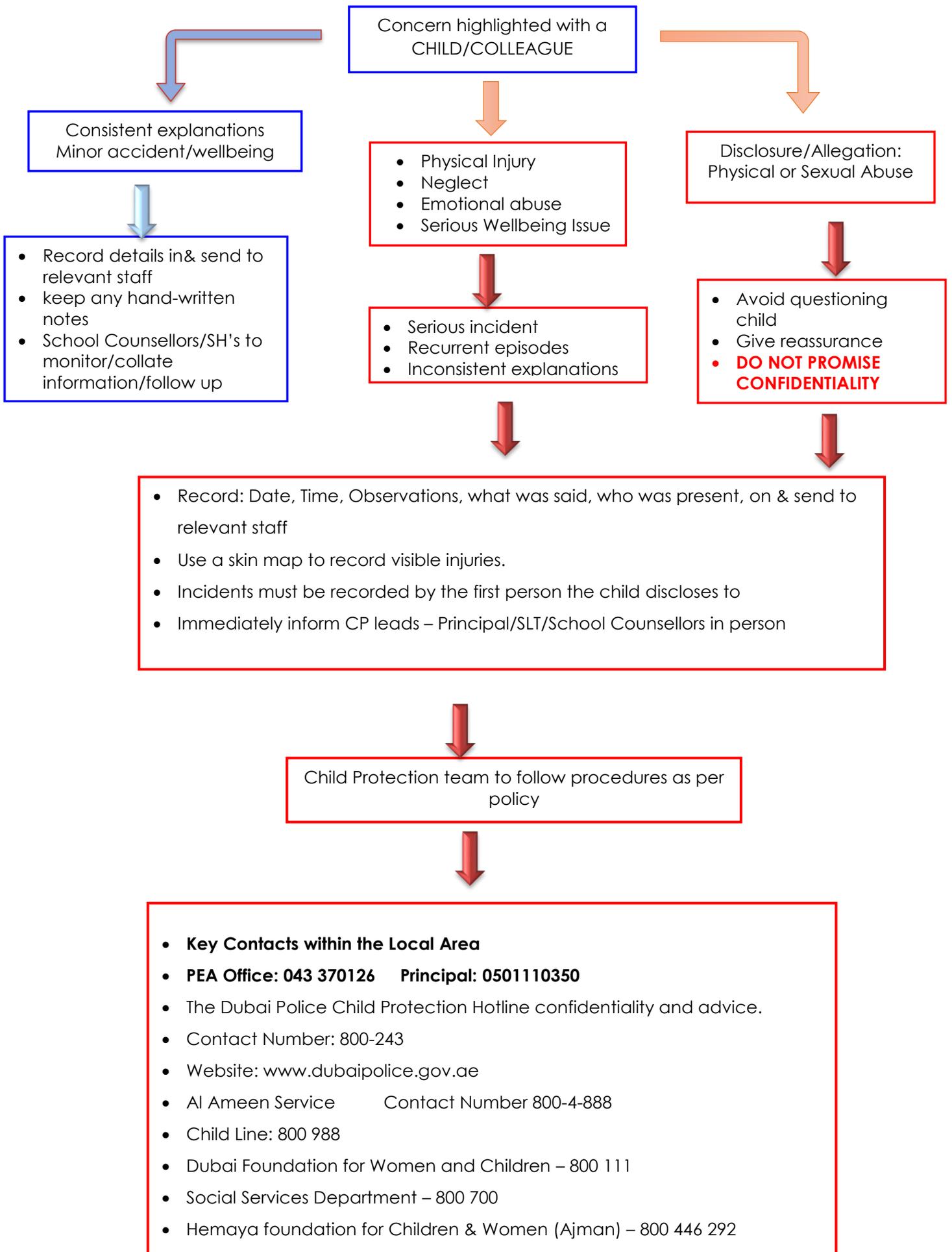
Well-kept records are essential to good Child Protection practice. Concerns and disclosures should be recorded in writing by the member of staff who receives them and passed to the CP team without delay, who will then decide on further action and any appropriate monitoring programme for the pupil.

Records are stored in a dedicated filing, in a locked room. When pupils with records in this filing system pass on to their next school the Principal is responsible for transferring information judged to be relevant to the child's next school.

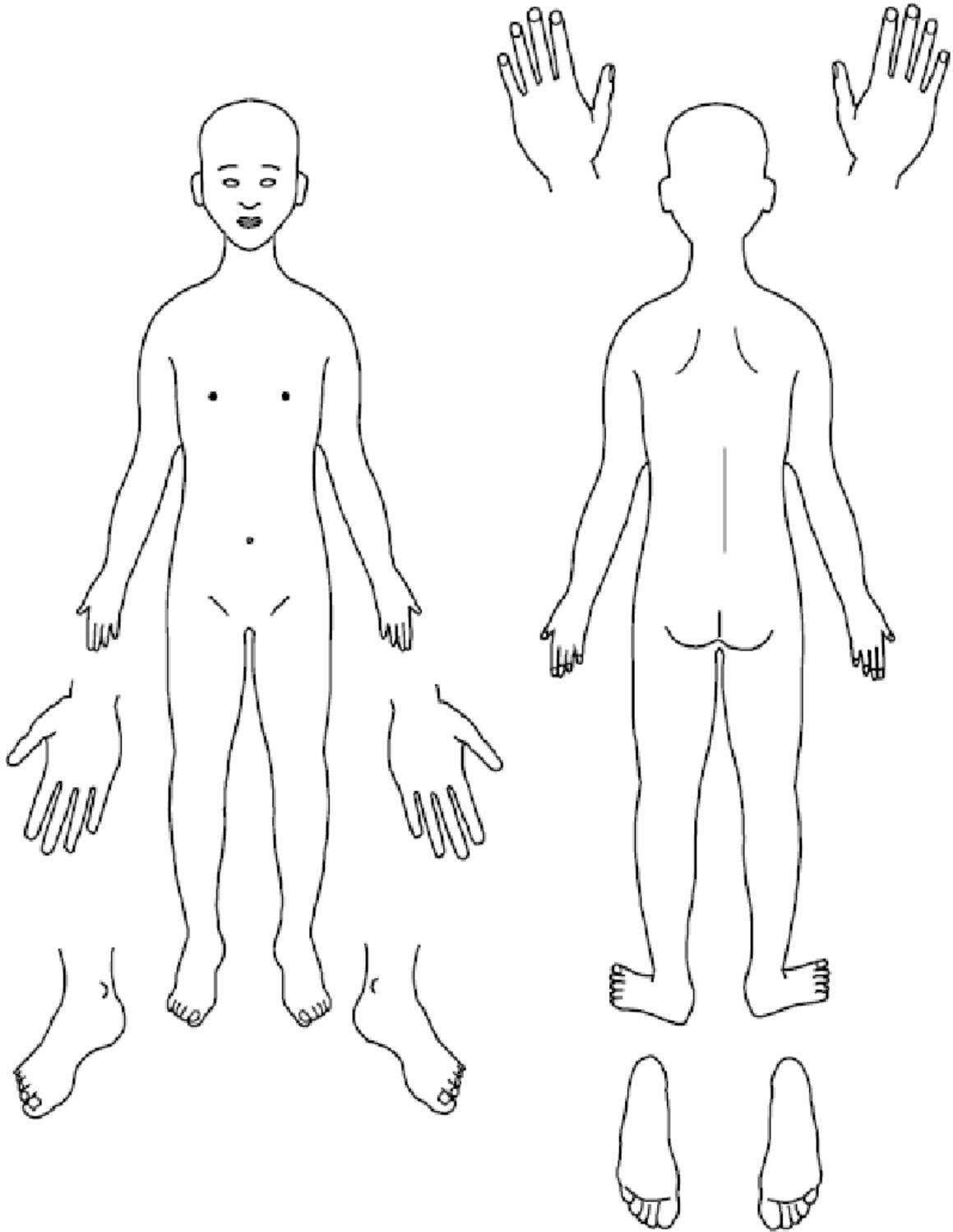
Appendix 1

PAKISTAN EDUCATION ACADEMY

Reporting Child Protection Issues



APPENDIX 2



Name of Child: _____ Date of birth _____

Staff member Name _____

Signature _____ Date/time: _____

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or Police.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimeters or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so. • Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury? • Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

APPENDIX 3
Child Protection Log record

Name of student:	Date of birth:	Section:	Class:
Date:	Time of incident:	Time of writing:	

Staff concerns-What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?

What is the pupil's account/perspective?

Any other relevant information (distinguish between fact and opinion). Previous concerns etc

Referred to _____ (CP Team member)

Name: _____

Signature: Job Title: _____

CP Team member-action taken/ additional information

Name _____ Date _____

Signature _____

