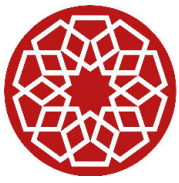


Policy Name	CHILD PROTECTION AND SAFEGUARDING POLICY
Stakeholder	Community
Policy Directory Reference	ASCS001
Policy Lead	Amanda Wilding
Role	Vice Principal - Community
Approval	March 2020
Reviewed By	Kifaya Khan
Role	Principal
Review Date	Jan 2022



1. Introduction

1.1 Our context

Al Salam Community School believes every child is special **and has the right to be kept safe.** We fully recognise the contribution to protect children and support students in our school. The aim of this policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. Student welfare is of paramount importance.

"We want to make Dubai the safest and happiest place for children in the world" as per the vision of His Highness Shaikh Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai.

UNICEF uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children .

The objective of the Child Protection and Safeguarding Policy at Al Salam Community School is to protect the child from all forms of physical and mental violence, injury and abuse; neglect, maltreatment or exploitation including sexual abuse. **This policy applies to all staff, management and visitors to the school.**

The policy binds Al Salam to offer protection:

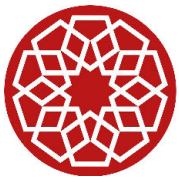
- Where the school management provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.
- Where services or activities are provided separately by another body, the school management should seek assurance that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

1.2 Our commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. The school hopes that children and parents will feel free to talk about any concerns and will see Al Salam as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- 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 in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse, and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other referral agencies;



- Support parents by providing information for increased awareness and appropriate action
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that all staff receive safeguarding training regularly. Link to the Child Protection Presentation can be found [here](#).

1.3 Our principles

Safeguarding arrangements in our school are underpinned by two key principles:

- Safeguarding is everyone's responsibility: all stakeholder should play their full part in keeping children safe
- A child-centred approach: a clear understanding of the needs and views of children.

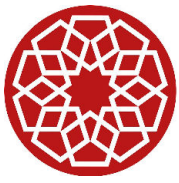
1.4 Our policy

The aim of the policy is to **prevent** abuse e.g. positive and safe school atmosphere, secure teaching and pastoral guidance given to students, staff and parents. Where abuse is discovered, the policy is there to **protect** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns; and offer **support** to students and school staff and to children who may have been abused; and form **partnerships** by working with parents to ensure appropriate communications and actions are undertaken.

There are 6 main elements to our policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that staff and volunteers should look out for;
- Roles and responsibilities for safeguarding.
- Expectations of staff and volunteers with regard to safeguarding, and the procedures and processes that should be followed, including the support provided to children;
- How the school will ensure that all staff and volunteers are appropriately trained and checked for their suitability to work within the school;
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our school provides a safe environment for children to learn and develop and thrive.



What is child abuse?

Child abuse is when a parent or caregiver or another child/adolescent, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child.

There are many forms of child maltreatment, including neglect, emotional abuse, physical abuse, sexual abuse and exploitation.

Children who may require early help

Staff and volunteers working within the school should be alert to the potential need for early help for children. Staff and volunteers should consider following procedures identified for initiating early help (see section 5) for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in antisocial or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- is showing early signs of abuse and/or neglect

How to report any concerns

Clear procedures on reporting any concerns are given to all staff/volunteers in school.

This is done as part of the staff induction training. All child protection and/or safeguarding concerns should be reported to the Child Protection Officer immediately.

Types of Child Abuse

Emotional abuse

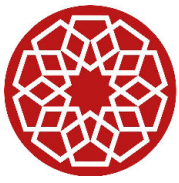
This abuse is found in all types of other abuse: neglect, physical and sexual. Emotional abuse involves behaviour, which significantly impairs the child's self-esteem, sense of security and feeling of love.

It may include, but not limited to:

- o telling a child that they are worthless, unloved or inadequate
- o threatening to have a child taken into care
- o telling a child that they are not wanted
- o it also includes inconsistent parenting

The impact may include, but not limited to:

- o the child's mental health, behaviour and self-esteem
- o Underlying emotional abuse may be more significant than more visible forms of abuse in terms of its impact on the child
- o long-term consequences for social development



Detailed definition: 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 children 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 the 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.

Neglect

This is the most common form of abuse. Many children suffer from a lack of emotional development and/or a lack of supervision. Neglect is the persistent failure to meet a child's physical, health or developmental needs which is likely to result in significant harm to the child's health or development. It may include, but not limited to, **a failure to:**

- o provide adequate food, clothing and shelter
- o protect a child from physical and emotional harm or danger
- o ensure adequate supervision (including the use of inadequate care-givers)
- o ensure access to appropriate medical care or treatment
- o respond to a child's basic emotional needs

The impact may include, but not limited to:

- o the child's mental health, behaviour and self-esteem
- o Underlying emotional abuse may be more significant than more visible forms of abuse in terms of its impact on the child
- o long-term consequences for social development

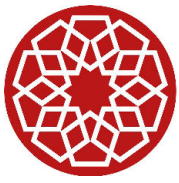
Physical Abuse

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.

The impact may include, but not limited to:

- o linked to aggressive behaviour in children
- o emotional and behavioural problems
- o can lead to violence in adolescence and adulthood
- o can lead to long term neurological damage
- o physical injuries and emotional damage
- o death
- o physical abuse of children often coexists with domestic violence

(Dubai Foundation for Women and Children: 50% of husbands who abuse their wives also abuse their children.)



Sexual abuse

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 or non-contact activities:

- o involving children in looking at, or in the production of, sexual images,
- o watching sexual activities or online such as pornographic materials,
- o encouraging children to behave in sexually inappropriate ways or
- o normalising nudity and naked behaviour such as being undressed
- o explicit verbal and/or written language content including dirty jokes
- o exposure, or grooming a child in preparation for abuse and exploitation (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Bullying

Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse (refer to school's anti-bullying policy).

Online and Cyber abuse

In this era, children spend a lot of their time online whether in a social capacity i.e. on social platforms or for learning purposes i.e. online homework or distance learning.

This provides new risks that enable virtual access to children by predators and offenders. Staying safe online requires some basic safety checks. These are found on our [Chromebook Receipt and ICT Use Student Pledge](#), which all students of Al Salam Community School must agree to before commencing online learning. This is an updated clause with the introduction of Distance Learning from March 2020 and reflects the [Al Salam Chromebook and Digital Learning Policy](#) which is also the expectations of any of our students conducted online.

Cyber bullying is when other online users target an individual or group of individuals by way of sending offensive messages, inappropriate comments or even spreading rumours, disinformation about the individual(s) to others online. The UAE has very strong cyber laws to protect such users from slander and abuse and any offensive behaviour that is reported to the school could result in Police action.

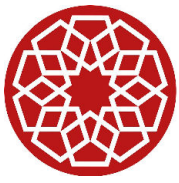
The result of such abuse results in emotional abuse and is often closely linked to sexual abuse such as sexting and sexual harassment and/or physical abuse in the real world which continues its extent online i.e. taking a photo without consent or filming a physical fight to be 'shared online'.

Signs of Abuse

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow. However, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:



- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parents being approached regarding their behaviour
- developmental delay in terms of emotional progress

Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- being constantly dirty or 'smelly'
- constant hunger, sometimes stealing food from other children
- losing weight, or being constantly underweight
- inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

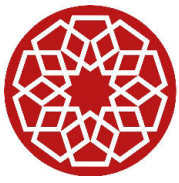
- mentioning being left alone or unsupervised
- not having many friends
- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments

Physical abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical and social history, developmental stage and explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. It is bruising that is likely to have been inflicted that staff need to watch out for. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite mark
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge



Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Sexual Abuse

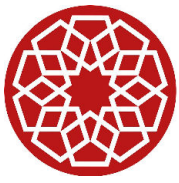
All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- genital discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults



2. Safeguarding Roles and Responsibilities

All staff, volunteers and governors have responsibility for the following:

- Being aware of the Al Salam Child Protection and Safeguarding Policy and ensuring these procedures are followed:
- Listening to, and seeking out, the views, wishes and feelings of children and young people
- Knowing who the school's designated teacher and governor for child protection are
- Being alert to the signs of abuse and their need to refer any concerns to the designated teacher
- Ensuring that their child protection training is up to date, and taking place at least every three years
- Sharing information and working together to provide children and young people with the help they need
- Supporting students who have been abused in accordance with his/her child protection plan

Governors and school leadership are responsible for:

- Ensuring that Al Salam has a designated staff representative for child protection, and that they have access to appropriate training
- Ensuring that Al Salam has a nominated governor for child protection and safeguarding, and that they have access to appropriate training
- Ensuring all staff receive the appropriate training, and keep it up to date
- Managing security within the school and reviewing it annually
- Ensuring that important policies, such as those for behaviour and bullying, are kept up to date
- Keeping up to date all child records
- Have an overview of the numbers of safeguarding and child protection referrals
- Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families
- Ensuring staff and volunteers undergo appropriate checks before accessing the school
- Ensuring that the curriculum makes best use of pastoral provision to cover safeguarding issues with children
- Making this policy available to parents and carers as appropriate
- Taking leadership responsibility for the school's safeguarding arrangements
- Ensuring that our staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- Ensuring all staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare
- Ensuring all staff have regular reviews of their own practice to ensure they improve over time
- Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the school's development
- Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.



The designated safeguarding lead (DSL) is:

Amanda Wilding, Child Protection Officer & Senior Leader (Head of Community)

a.wilding@alsalamcommunity.ae

Mobile no.: +971 5 655 6025

The Safeguarding Team are displayed below:



AL SALAM
COMMUNITY
SCHOOL

SAFEGUARDING TEAM



The nominated governor for child protection and safeguarding is:

Community Governor, Tahir Khalid

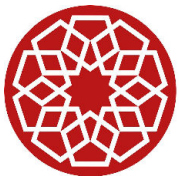
3. Safeguarding Processes and Procedures

The school will deliver its responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified above.

Referring to Child Protection Officer

At Al Salam School, we have a clear procedure for reporting. All concerns should be passed to the child protection officer in the first instance via:

- Call: +971 5 655 6025
- Email: a.wilding@alsalamcommunity.ae
- Fill the form on the staff homepage (safeguarding/referral form)



If the child protection officer is not available, then the concern should be passed to any of the above Safeguarding Team.

If all of the above are not available, the concern should be directly passed to the principal:

Kifaya Khan, Principal at Al Salam Community School

principal@alsalamcommunity.ae

The child protection officer should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk. If a child makes a disclosure or presents with an injury it is imperative that advice is sought immediately prior to the child returning home and as soon as the school becomes aware of this.

Essential information for making a referral includes:

- Full names and date of birth for the child concerned
- Address and contact numbers for the parents
- Child's Emirates ID/passport details
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Actions taken and people contacted
- Details of concern
- History of previous concerns
- A clear indication of the family's knowledge of the concern and/or the referral
- The details of the person making the referral

Recruitment of Staff and Volunteers

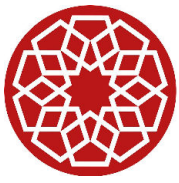
The school will ensure that Safer Recruitment practices are always followed. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

We will ensure that all staff are aware of government guidance on safer recruitment and that its recommendations are followed. The guidance on the use of new technology is particularly important. This includes advice on safe use of mobile phones and guidance on personal and professional boundaries in emailing, messaging and social networking environments. This is covered in our Child Protection and Safeguarding training done by all staff at least annually.

The pre-recruitment checks will comply with Federal Laws of the UAE and ensure only safe and vetted staff can be employed by the school.

Dealing with allegations against staff and volunteers who work with children

Where any member of the school team or any volunteer has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children they must **make a referral to the Principal only. They must not discuss this with any other member of staff and must not discuss this with their line manager as this could prejudice any investigation.**



Important contact details and useful links

Within school:

The Child Protection Officer: Amanda Wilding | a.wilding@alsalamcommunity.ae | +971 5 655 6025

Concerns outside school

Emergency Contact- Dubai Police -999

Online reporting

Ministry of Interior Child Protection Centre

Together for a safe and happy childhood



<http://www.moi-cpc.ae/en/default.aspx> (English)

<http://www.moi-cpc.ae/ar/default.aspx> (Arabic)

Telephone no.: 116111

Community Development Authority (CDA)

Email: info@cda.gov.ae

Telephone no.: 800 988

Dubai Foundation for Women and Children

Website: www.dfwac.ae

Email: help@dfwac.ae

Telephone no.: 04 606 0300 or 800 111

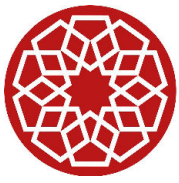
International sites of good practice:

National Society for the Prevention of Cruelty to Children (UK)

www.nspcc.org.uk

Online Safety awareness (UK):

www.ceop.police.uk/safety-centre



4. Management of the Policy

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our school. The Designated Persons are responsible for such records and for deciding at what point these records should be passed over to other agencies. Child Protection records are held separately from a child's school file and in secure storage.

The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

The Principal will report on safeguarding activity and progress within the school to the governing body annually.

Signed by:

Chair of Governors

Principal

Date: January 2022