



Aspen Heights British School

Safeguarding/ Child Protection Policy

August 2021- to be reviewed August 2022

Child Protection Policy

Purpose

Aspen Heights British School fully recognises its responsibility to safeguard and promote the welfare of children, whilst in the school's care, whilst on school visits, and when travelling to and from school. The purpose of this policy is to provide staff and employees with the guidance they need in order to keep children safe and secure in our schools and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Context

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. Whilst the schools will work openly with parents as far as possible, the school reserves the right to contact the police, without notifying parents if this is in the child's best interests. AHBS commits to taking all possible measures to protect students from any form of exploitation.

Aims

These procedures apply to all staff and employees working within Aspen Heights British School. The aim of our procedure is to prevent children from being abused, and to safeguard and promote the welfare of pupils at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff and volunteers
- Develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse or neglect
- Support pupils who have been abused in accordance with an agreed child protection plan
- Support children with additional needs
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children
- Establish a safe environment in which children can learn and develop. This includes effective supervision of students 45 minutes before the start of the school day and up to 90 minutes after the end of the school day.
- Ensure that allegations or concerns against staff are dealt with in accordance with ministry of education policies and procedures in collaboration with the police.

Principal/Board Responsibilities

The Principal and board of Aspen Heights British School recognises their responsibility to safeguard children. The Principal acts in *loco parentis* for all children in the school's care, and whilst travelling to and from school. They will do this by ensuring safeguarding procedures can be followed within the learning environment. The school will therefore:

- Ensure school principals receive child protection training through the Ministry of Interior (MOI) or approved provider to ensure the safeguarding and protection of children is at the centre of their organisational and corporate philosophy
- Provide adequate funding for new Principals or Child Protection Liaison Officers (CPLO) to attend and receive child protection training.
- Ensure facilities support child protection by facilitating access to separate changing rooms and toilets for males and females, but also for younger and older students when a primary and secondary campus are located on the same site
- At all times, comply with Abu Dhabi Education Council (ADEK) requirements for safeguarding equipment (CCTV), supervision and policy.
- Supervision of students is compliant with the time scales identified in Policy 3- Article 5 of the organising regulation.
- Ensure the provision of first aid training and dissemination of knowledge regarding all health, safety and prevention matters so that the whole school know their roles and responsibilities.

Whole Staff Responsibilities

Aspen Heights British School recognises that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The schools will therefore:

- 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 and take account of guidance issued by the Ministry of Interior
- Treat all disclosures with the strictest confidence. All students personal data is confidential.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in an annual school report and that parents are offered a copy of this policy on request
- Notify the Ministry of Interior Child Protection Centre of any cases of alleged or suspected child abuse whilst maintaining pupil confidentiality.
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk

- Notify the school social worker or Child Protection Liaison Officer if there is an unexplained absence of more than two days
- Develop effective links with local police and with the MOI Child Protection Centre.
- Liaise with other agencies that support pupils
- Ensure that there is a senior designated person/Child Protection Liaison Officer (CPLO), and deputy Child Protection Liaison Officer (DCPLO) appointed, wherever possible this should be 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.
- Notify the school social worker of any severe abuse to a student outside of school and forward to the relevant official entities and communicate with parents.

Principal, Child Protection Liaison Officer and Deputy CPLO Responsibilities

They will:

- Ensure that the school Principal and staff are fully aware of and understand their responsibilities and obligations under this policy
- Ensure they have received appropriate training and attend training every 2 years
- Ensure every member of staff and volunteers knows the name of the designated person CPLO, their role and how to contact them.
- Ensure CPLO & Deputy CPLO are clearly named and contact details provided in school CP policies and communications within the school
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility of referring any concerns to the designated person CPLO
- Ensure that whole school training occurs annually so that every member of staff and volunteers can fulfil their child protection responsibilities effectively and to comply with the requirements of the Ministry of Education (training every 3 years at a minimum)
- Keep written records of child protection concerns that are kept securely and separately from the main pupil 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 (separate from pupil files) when a child leaves the school
- Ensure that where a pupil leaves the school, their information is transferred to their new school immediately
- Ensure that where external companies provide services, that staff (e.g. music services, bus drivers/monitors) provide evidence of having received child protection training – or access it through the school.
- Ensure that ancillary teams (e.g. cleaners, maintenance, security; canteen staff) provide evidence of having received child protection training – or access it through the school
- For staff that experience a disclosure, ensure they receive any necessary debriefing or counselling support
- Communication to ADEK instances of CP concern – reporting via the Hotline 11611 and via <https://www.ADEK.ac.ae/arpages/childabusereportingabu-shabiedusector.aspx>

Responsibilities of Adults within the School Communities

- All Adults are required to be aware of and alert to the signs of abuse.
- If an adult identifies that a child may be in an abusive situation they should record their concern and report them to the CPLO as soon as practical
- If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy
- If the disclosure is an allegation against a member of staff, they will follow the allegations procedures attached to this policy.

Aspen Heights British School Will Educate and Encourage Pupils to Keep Safe by;

- The content of the curriculum
- A School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- A 'Rights, Respect and Responsibility' Agenda
- The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Our policy is informed by:

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

This is an international agreement setting out the minimum standard 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 interest of the child should be 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.

United Arab Emirates Federal Penal Code (3) of 1987

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.

ADEK Child Protection Circular October 2016 and Unified Child Protection Policy 2016

Annual Review Form

Aspen Heights British School will review Child Protection Policies annually.

Date Approved by EMT:

Date Reviewed by EMT:

Next review date:

Date of CPLO Training/Refresher:

Date of Whole School Training:

CHILD PROTECTION PROCEDURES & GUIDANCE

Child Protection Procedures

The prime concern at all stages must be the interests and safety of the child. Where is a conflict of interest 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 abuses e.g. through physical injury etc. they must:

1. Record their concerns
2. Report it to the CPLO/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 (which may be used in subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, 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.

Reported Abuse

Following a report of concerns from a member of staff, the Principal/CPLO must:

1. Decide whether or not there are sufficient grounds for suspecting child abuse. In which case, a referral must be made to the MOI Child Protection Centre via Telephone: 116111 or 0971 (0) 2 3333 999 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 CPLO feels unsure about whether a referral is necessary, they can phone MOI Child Protection Centre to discuss concerns and obtain advice. To do so will not constitute a child abuse referral, however they may help to clarify a situation.

ADEK must also be contacted immediately about any confirmed cases and informed that a report has been made to MOI, via the hotline 116111 or 0971 (0)2 3333 999 and via <https://www.ADEK.ac.ae/arpages/childabusereportingabu-shabiedusector.aspx>

2. If there is no clear risk of harm, the CPLO will either actively monitor the situation or seek advice from the MOI Child Protection Centre.
3. The CPLO must confirm any referrals in writing to MOI Child Protection Centre within 24 hours, including the action that have been taken. The written referral should be made using the referral form attached to this document. This referral can be made by email on Childprotection@moi-cps.gov.ae
4. If a child is in immediate danger and urgent protective action is required, the police should be called using the 999 service. The CPLO should also notify the MOI Child Protection Centre

of the occurrence and what action has been taken. The CPLO should seek advice from the police/MOI Child Protection Centre about informing the parents. Pending police or MOI CPC 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 MOI Child Protection Centre. 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. When there are doubts or reservations about involving the child's family, the CPLO should clarify with MOI Child Protection Centre or the local police, depending on who the CP concern has been reported to, 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 CPLO should help the parents understand that a referral is in the interest of the child and that the school will be involved in the police investigation.
7. When the police are in need of urgent medical attention and there is suspicion of abuse the CPLO or Principal should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified MOI Child Protection Centre. The CPLO should be provided a mobile contact number so that they can remain in contact with the MOI CP Unit. The CPLO should seek advice about what action the MOI Child Protection Centre 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 MOI Child Protection Centre 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, MOI Child Protection Centre or the Police.

When dealing with allegations against staff and volunteers

Report any concerns about the conduct of any member of staff or volunteers 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 Aspen Heights Director of Education who will raise with ADEK as soon as possible and within 24 hours.

In either event the CPLO should contact the MOI Child Protection Centre on Telephone: 00971 (0) 2 3333 999

The CPLO should be afforded legal protection as they act in the best interest of the child and under the direction of MOI Child Protection Centre and/or police.

The CPLO acts in the role of child advocate until such time as they are relieved of their duties by an MOI CP official or the parents. Student advocacy requires the CPLO 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.

Aspen Heights British School acknowledges the significant responsibility and potential emotional toll of the role of CPLO. As part of our duty of care to staff, CPLO may access

external psychological debriefing (supervision) opportunities to ensure their wellbeing is maintained. Accessible on termly basis, and more frequently should occasion arise, CPLO will be able to share confidentially and access professional support and guidance.

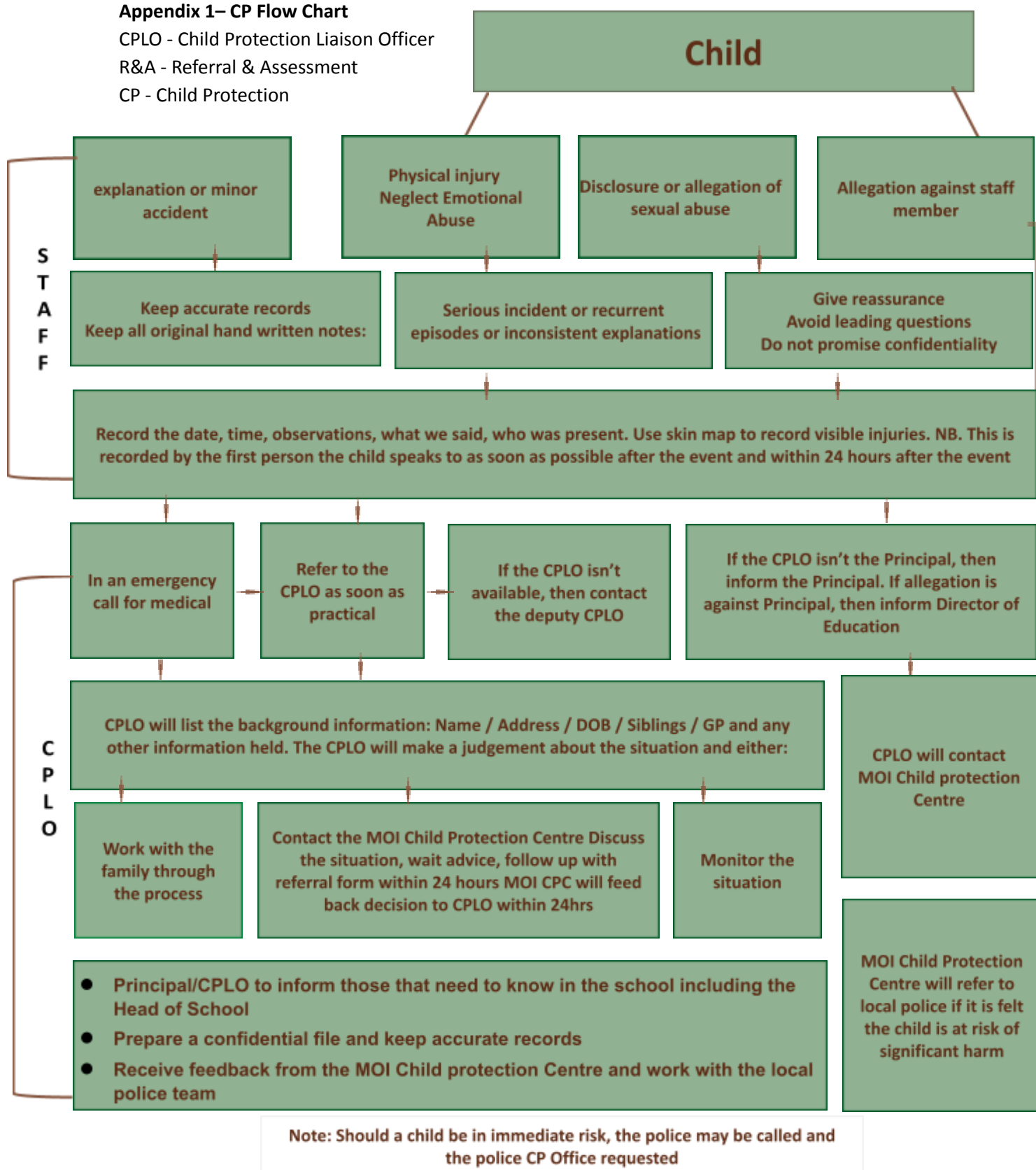
APPENDICES

Appendix 1– CP Flow Chart

CPLO - Child Protection Liaison Officer

R&A - Referral & Assessment

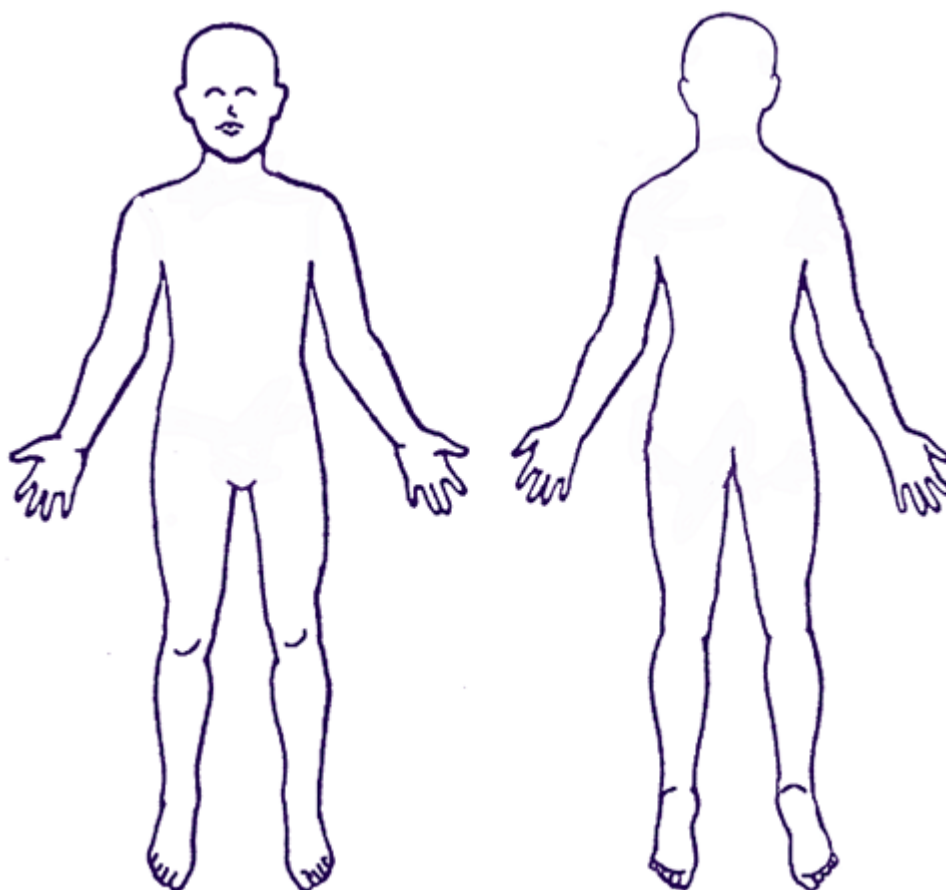
CP - Child Protection



Record of Concern Form

Pupil's Name:			
Pupil's Address:			
DOB:			
Is the Pupil aware this form is being completed	Yes	No	
	<input type="checkbox"/>	<input type="checkbox"/>	
If not, why not?			
If yes, pupil reaction			
Your Name:			
Date:			
Time:			
Signature:			
Concern:	Date:		
Signed:	Date:		

Appendix 3 – Skin Maps



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Appendix 4- Child Volunteering Information

If a child volunteer's information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawing 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 re-assuring (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 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.

The following gives some examples of both.

<u>Closed Questions</u>	<u>Open Questions</u>
Do	Tell me
Did	Explain to me
Can	Describe to me
Would	Who
Could	What
Are etc.	When
	Where
	How

Avoid using 'Why'? This can confuse a child and lead 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

Appendix 5 -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 minimise 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 any allegation is made against the Principal the concerns need to be raised with the Aspen Heights Director of Education (DoE) 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 MOI Child protection Centre on Telephone: 00971 (0) 2 3333 999

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 the 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
- Avoid volunteering to house children overnight.

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 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 level 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 physical punishment of any kind
- Not attribute touch to their teaching style.

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 toward 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 6- 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 arrangement 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
- Provide practical guidance for pre-schools 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
- Emphasises the employer's duty to safe-guard 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 are 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.

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 development 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 pre-school settings and starting school

Children with toileting difficulties should be admitted into pre-school 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 adjustment to meet the needs of each child.

Before the child begins attendance, 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 pre-school. 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 Profile 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 for a member of staff familiar with the child to be 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 accident. 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 they are dealt with swiftly, appropriately, sympathetically and in 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 concern with parents/carers and seek their agreement before involving further professional guidance and support.

Children with special education 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 in a secondary setting or have special education needs. The school nurse may be an appropriate support staff member in such cases.

Appendix 7 – Grouping

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 on-line gaming platforms to connect with a young person or child.

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

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

Groomers may look for:

- User names 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 to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in on-line sexual activity.

Grooming signs, symptoms and effects

Children may:

- Be very secretive, including about what they are doing on-line
- 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
- Take risks
- Misses school
- Changes in eating habits
- Obsessive behaviour
- Nightmares
- Drugs
- Alcohol
- 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
- Unware 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 on-line.

Support of students:

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

Appendix 8- Social Media

Guidance on abusive behaviour using social media

Introduction

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 making contact with young people on-line 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 of interactions which suggest a child protection risk and reports 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 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 messages 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 cyber-bullying, requires schools and parents to work as partners and act swiftly to address any reported or suspected acts.

School 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 cyber-bullying that occurs among girls and youth with disabilities
- Teach youth about appropriate on-line behaviours 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.

Support for staff:

- E-safety updates for new staff
- E-safety areas online with links to key websites and CPD materials.

Appendix 9-MOI Child Protection Centre Referral Form

Referral form

Pupil Details

Name: _____ Date of Birth: _____

Address: _____

Parent/Carer name: _____

Contact Details:

Telephone No: Home: _____

Mobile: _____

Work: _____

Child's first Language: _____

Nationality: _____

Does the child have a disability: Yes / No

If yes, please describe: _____

School Details

Current School: _____

Year Group: _____

Last School Attended: _____

Reason for Referral

- Suspected/Disclosed Physical Abuse
- Suspected/Disclosed Sexual Abuse
- Suspected/Disclosed Emotional Abuse
- Suspected/Disclosed Neglect

Description/Additional Information

Please provide details of the member of staff responsible for liaison with MOI Child Protection Centre:

Name (please print): _____ Position: _____

Telephone No: _____

Principal's Signature: _____ Date: _____

Appendix 10- Briefing Sheet for Temporary Staff
For staff on short contract in [Name] school

While working in [] school, you have a duty of care towards the children/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 suspects 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 [] and can be found [].

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 timing 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.

Appendix 11 – Transporting Children

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 license 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 everyone 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 12 – Child Protection Vetting

Across Aspen Heights British School, 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, Aspen Heights British School 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 recognised law enforcement agency with contact details being provided for verification purposes.

All teaching staff or staff who come in to contact with students require ADEK approval prior to deployment.

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

Appendix 13 – Legislative Framework

This is a brief overview of the legislation and guidance that staff refer to if they want more information.

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

This is international agreement which sets 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 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 Panel 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 & 250.

Appendix 14 – What is Child Abuse and Neglect

What is abuse and neglect?

Abuse and neglect are forms 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, be those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

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.

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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectation 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, 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts. They may include non-physical activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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.

Indicators of Abuse

NEGLECT

The nature of neglect

Neglect is lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

Neglect can include parents or carers failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision or stimulation
- Ensure access to appropriate medical care or treatment.

Research has highlighted the following examples of the neglect of children under 12:

- Frequently going hungry
- Frequently having to go to school in dirty clothes
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- Being abandoned or deserted
- Living at home in dangerous physical conditions
- Not being taken to the doctor when ill
- Not receiving dental care.

Neglect is difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. Research would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated CPLO.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect:

- Constant hunger and stealing food
- Poor personal hygiene, unkempt, dirty or smelly.
- Underweight
- Dressed unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioural indicators of neglect:

- Attention seeking and inconsistent behavioural patterns
- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional Abuse

The nature of emotional abuse

- Most harm is produced in low warmth, high criticism homes, not from single incidents
- Emotional abuse is difficult to define, identify/recognise and/or prove
- Emotional abuse is chronic and cumulative and has a long-term impact
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself
- Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is something possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving toward children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse

Development issues:

- Delay in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-depression (I'm stupid, ugly, worthless etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thump-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Action out
- Poor trust in significant adults
- Regressive behaviour -e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late
- Sexualised behaviour that is not age appropriate.

Social issues:

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships.

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression.

Physical Abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries, but accidental injuries normally occur on the bony prominences- e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3), can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / Factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises -e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside thighs

- Marks indicating injury by an instrument- e.g., linear bruising (sticks), parallel bruising (belt), marks of buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object e.g., electric fire, cooker, cigarette.
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- No explanation is forthcoming
- The child (or the parent/carer) is secretive or evasive
- The injury is accomplished by allegations of abuse or assault.

You should be concerned if the child or young person:

- Is reluctant to have parent/carers contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/carers
- Has a fear of medical help or attention?
- Admits to a punishment that appears excessive.

Sexual Abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities.

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child- people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations:

- Damage to genitalia, anus or mouth
- Sexual transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures

- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

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 APPENDIX 14 A. - Possible signs of physical abuse can include:	
1. Unexplained bruises or injuries	
2. Injuries which have not received medical attention	
3. Repeated abdominal pain	
4. Withdrawal from physical contact	

5. Arms and legs covered in scalds
6. Fear of returning home
7. Fear of contacting caregivers/parents
8. Self-destructive tendencies
9. Displaying aggression towards others
10. Unusual passive behaviour
11. Repeated running away from home
12. Cigarette burns
13. Human bite marks
14. Broken bones
15. Multiple burns with a clearly demarcated edge

APPENDIX 14-B - Possible signs of emotional abuse can include:

1. Regular tiredness
2. Fear of a new situation
3. Low self-esteem
4. High levels of anxiety
5. Unusually passive or aggressive
6. Delayed speech
7. Inappropriate emotional responses to painful situations
8. Running away
9. Lying
10. Neurotic behaviour e.g. sulking, hair twisting, rocking
11. Fear of making mistakes
12. Self-harm
13. Developmental delay in terms of emotional progress

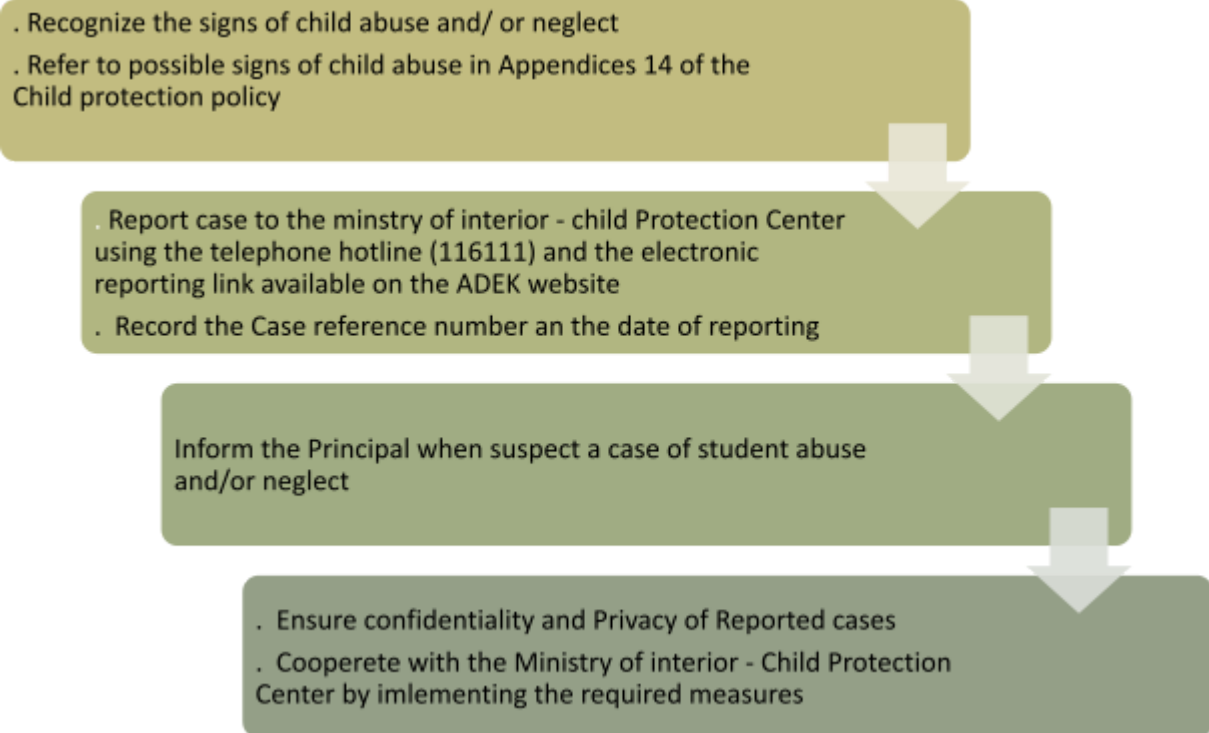
APPENDIX 14-C - Possible signs of sexual abuse can include:

1. Unusual behaviour which could be general or sexual
2. Age inappropriate sexual behaviour
3. Sexually transmitted diseases
4. Physical indicators in the genital and anal areas
5. Pain or itching in the genital area
6. Bruising or bleeding near genital area
7. Vaginal discharge or infection
8. Discomfort when walking or sitting down
9. Pregnancy

APPENDIX 14- D: Possible Signs of neglect can include:

1. Stealing
2. Poor Social Relationships
3. Failure to thrive
4. Poor Social Hygiene
5. Frequent hunger
6. Untreated medical complaints
7. Frequent lateness or Absence from school
8. Inappropriate clothing
9. Substance or Alcohol misuse

APPENDIX E: Process to report a suspected case of abuse and/or neglect in Abu Dhabi schools:



Safeguarding Training Slides:

Safeguarding Training




INTERNATIONAL SCHOOLS PARTNERSHIP
ASPIRING TO EXCELLENCE

Aims of the session:-

- To have an understanding of the terms Safeguarding and Child Protection
- To understand the categories of abuse and the signs to look out for
- To know what to do if you suspect abuse
- To safeguard yourself and the school

Victoria Climbié



- Laming report referred to twelve opportunities that could have been taken to save Victoria Climbié's life as 'a gross failure of the system'
- Accountability in the organisations involved was a key issue
- Do the simple things better
- Every Child Matters

Daniel Pelka



Daniel Pelka was 4 years old when he died in March 2012. His mother and her boyfriend starved the child, beat him, locked him in a room, force-fed him salt and water boarded him. He weighed only one stone nine pounds (10.4kg) when he died.







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Issues in UAE



In a shocking case of child abuse, a Dubai-based domestic worker molested her employer's child, taking indecent images of the young girl and sharing them on WhatsApp. Jan 2018




Dubai: In light of the gruesome murder of eight-year-old Obaida Ebrahim Al Agrabawi – who was abducted and killed by a 48-year-old man – Dubai Police have launched a safety awareness campaign aimed at children. June 2016


Closer to home!


Parents were responsible for 98 per cent of child abuse cases received by the Dubai Foundation for Women and Children (DFWAC) in 2018. The foundation received 1,027 cases, including 52 child abuse cases, last year.


"We provided shelter and care for 33 children. 54 per cent of whom were Emiratis. Among those cases, 83 per cent were abused by the father while 15 per cent were abused by the mother."

Helpline
The foundation has urged all victims to call on its hotline number 800111 for any enquiry on support for women and children.




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What is safeguarding?

Safeguarding: is **EVERYTHING** we do in school to keep children safe, healthy, happy and therefore learning.




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- Managing medicines in school (school nurse)
- Attendance registers and attendance checks
- Named person for every child ie the class teacher or tutor
- Risk assessments
- Health screening
- Curriculum content- PSHE, Science etc
- Health and safety procedures- in science labs/DT room,
- Employment checks- DBS
- Anti bullying measures
- Emergency evacuation procedures
- E- safety

- ☐ A child's welfare is paramount.
- ☐ Children have a right to be safe
- ☐ Adults have a responsibility to protect children
- ☐ You may only have one piece of the jigsaw
- ☐ Children rarely lie about abuse
- ☐ An abuser may well abuse many other children who also have a right to protection
- ☐ We need to do more for some because of their special educational needs, disability, gender, religion or sexual orientation.



How do you recognise someone who abuses children?



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Child Abuse Definition



Helen Turnbull, 35, teaching assistant. Convicted of grooming a 16 year old pupil in her class. Received 4 months suspended sentence, to sign sex offenders register for 5 years and lost her job/marriage/home.



Paul Wilson, 20, nursery worker. Abused a toddler and more than 20 young girls online. Guilty of 2 charges of rape, 16 counts of causing or inciting a child to engage in sexual activity, 25 of making indecent images, and 3 of distributing images of children. Sentenced to a minimum of 15 years prison.



Richard Huckle – British citizen, convicted, in Britain, of 71 offences committed against children in Malaysia and given 22 life sentences.

Child abuse consists of anything which individuals, institutions or processes do or fail to do which directly harms a child(ren) or indirectly harms or damages their safe and healthy development into adulthood.



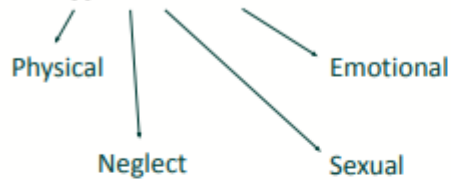
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Physical Abuse

Types of Abuse



Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

It may also be caused by the parent/carer fabricating or inducing illness in a child.



Information for carers and support services



Information for carers and support services

Possible Signs of Physical Abuse

- ☐ bruising (without a satisfactory explanation)
- ☐ burns (often recurrent)
- ☐ bite marks
- ☐ parent/carers frequently alleging illness in a child
- ☐ body covered in hot weather
- ☐ reluctance to undertake P.E. or shower
- ☐ self-harm



Common Sites For Accidental Injury



Information for carers and support services



Information for carers and support services

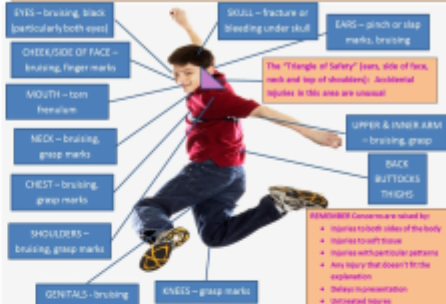
Neglect



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.

It may involve a parent/carer failing to provide adequate food, shelter and clothing, access to medical care and protect a child from physical harm.

Common Sites For Non-Accidental Physical Injury



Information for all staff and pupils



Information for all staff and pupils

Indicators of Neglect

- ☐ constant hunger
- ☐ poor personal hygiene
- ☐ poor state of clothing
- ☐ frequent lateness or non-attendance at school
- ☐ untreated medical problems
- ☐ Emaciation, pot belly, short stature
- ☐ Poor skin tone and hair tone
- ☐ Destructive tendencies
- ☐ Low self esteem
- ☐ No social relationships
- ☐ Running away
- ☐ Compulsive stealing or scavenging



Sexual Abuse

Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, whether or not the child is aware of what is happening.







The activities may involve physical contact, including penetrative (e.g. rape/buggery) or non-penetrative acts including non-contact activities (e.g. exposure to pornographic material).



Information for all staff and pupils



Information for all staff and pupils

Indications of sexual abuse	Emotional Abuse
<ul style="list-style-type: none"> □ sexualised play (younger children) □ sexualisation of relationships □ premature sexual awareness □ continual open masturbation □ sexual pre-occupation in talk, drawings, play □ Acting out, aggressive behaviour □ Poor trust in significant adults □ Regressive behaviour, onset of wetting or soiling, by day or night □ Onset of insecure, clinging behaviour □ Sleep disturbance such as nightmares or refusing to sleep alone □ Arriving early at events/clubs/sessions, leaving late, running away from events, etc if challenged □ Suicide attempts, self mutilation, self disgust □ Eating disorders, hysteria attacks in adolescents 	 <p>Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and adverse effects on the child's emotional development.</p> <p>It may involve conveying to a child that he/she is worthless, unloved or inadequate, or valued only insofar as they meet the needs of another person.</p> 
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Indicators of Emotional Abuse	Emotional Abuse: Behavioural Observations contd
<ul style="list-style-type: none"> □ Failure to thrive □ physical, mental and emotional development lags □ over-reaction to mistakes □ extremes of passivity or aggression □ continual self-deprecation □ self-harm □ inappropriate emotional response to painful situations □ Acceptance of excessive punishment □ Unexpected under achievement at school □ Inappropriate seeking of attention □ Continual self deprecation □ Sudden speech disorders □ Fear of new situations □ Behaviour such as rocking, hair twisting and thumb sucking 	<ul style="list-style-type: none"> □ Fear of parents being contacted □ Extremes of passivity or aggression □ Wetting and/or soiling day or night in school age children □ Difficulty in forming relationships □ Bizarre behaviour □ Escape attempts, eg running away, sleeping out, suicide attempts or substance misuse □ Elective mutism □ Compulsive stealing, scavenging
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Peer on Peer (Child on child) Abuse

Report – but why?

- ❑ All staff should be aware that safeguarding issues can manifest themselves via **peer on peer abuse**.
- ❑ This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.
- ❑ You should **recognise** that children are capable of abusing their peers.
- ❑ Ensure procedures in your class and around the school help to minimise the risk of peer on peer abuse
- ❑ Such abuse should never be tolerated or passed off as "banter" or "part of growing up".
- ❑ Dismissing or tolerating such behaviours risks normalising them

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KCSIE, 2019

- ❑ Children have a right to be safe
- ❑ Adults have a responsibility to protect children
- ❑ You may only have one piece of the jigsaw
- ❑ Children rarely lie about abuse
- ❑ An abuser may well abuse many other children who also have a right to protection



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Recording Concerns

When is recording needed?

Who should record?

Anyone in school who saw or heard anything

What should be recorded?

Anything you feel is significant

How do we record?

On the schools concern form and should go to the DSL team only.



Where there are concerns in school over:

- ❑ marks on a child's body
- ❑ unusual/different behaviour (including academic functioning)
- ❑ mood changes
- ❑ puzzling statements or stories by a child
- ❑ information from others
- ❑ Disclosure by a child
- ❑ if requested by another agency, for example, following a child protection conference



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Asking Questions

- always ask open questions – **TED**
- **T**ell me,
- **E**xplain to me,
- **D**escribe to me you may ask specific questions
- do not ask closed questions
- do not ask leading questions (this may jeopardise any future legal proceedings)
- **Do not** discuss with anyone other than the designated senior person – do not contact parents/carers, do not interview other children
- If there is evidence on an electronic device such as a mobile phone or tablet, remove the device and give to the designated senior person.
- Don't think that something a child tells you is too small to pass on – it might be the vital missing link in the jigsaw.



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Safeguarding the site

- **Be vigilant** - If something you see is not right tell someone immediately
- **You** are also responsible for securing the school site which means challenging members of the public or parents who are not wearing the appropriate security badge or are in an unauthorised area of the school. You should be modelling this behaviour as well.
- **Rest Rooms** – Use adult only rooms
- **Be polite** and professional at all times



Safeguarding yourself

- **Physical contact** - could it be seen by others as unjustified contact?
- **Restraint** - is it reasonable and essential?
- **Private meetings** - where are you, who knows you are there?
If you are alone with a student, ensure that you are visible to other members of staff.
Do not put posters and displays on the windows facing into the corridors.
- **Mobile, email addresses and social media** - should they be given out?
Be very cautious about befriending past students as they may be friends with existing students and may have access to your posts.
- **Transporting pupils** - is it essential, who knows?



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Vanessa George, 39 nursery worker.

Sexually assaulted children at her nursery, recorded it on her mobile phone and passed the images onto others. Guilty of 7 counts of sexual assault, and 6 of making and distributing indecent pictures of children.

Sentenced to a minimum of seven years.



- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem escalating
- To protect / reduce risks to others
- To prevent becoming implicated yourself

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

Sounding the Alarm – Barnardos 1999



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Information about the safeguarding team



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Information about the safeguarding team

**Emma Shanahan- Designated
Safeguarding Lead**

**Laura Stevens- Deputy
Designated safeguarding
Lead**