



Swiss International Scientific School in Dubai

Safeguarding & Child Protection Policy Whole School



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the top 100 private schools
in the world.



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Key Contacts

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SAFEGUARDING LEAD NAME:

Chaishta George

School Counsellor (EY and PY)

Email- Chaishta.george@sisd.ae

SAFEGUARDING TEAM
Principal
Primary Counsellor and Designated Safeguarding Lead (DSL)
School Doctor
Deputy Head Primary
Deputy Head Early Years
Deputy Head Secondary
Head of Inclusion
Head of Boarding

NOMINATED GOVERNOR FOR SAFEGUARDING & CHILD PROTECTION NAME:

Mr. Mark Ford Safeguarding & Child Protection Governor

KEY CONTACTS WITHIN THE LOCAL AREA

SERIOUS SCHOOL RELATED MATTERS ARE REPORTED TO THE KHDA OR THE MINISTRY OF EDUCATION CHILD PROTECTION UNIT – email: CPU@moe.gov.ae – Tel: 04 217 666

The CHILD PROTECTION SECTION within the COMMUNITY DEVELOPMENT AUTHORITY offering confidentiality and advice

CONTACT NUMBER: 800988 Website: www.cda.gov.ae

The CHILD PROTECTION CENTRE within the MINISTRY OF INTERIOR offering confidentiality and advice CONTACT NUMBER: 116111 Website: www.moi-cpc.ae

AL AMEEN SERVICE

CONTACT NUMBER: 800-4-888

DUBAI FOUNDATION FOR WOMEN AND CHILDREN:

Contact: +97146060300; Email: help@dfwa.ae, Website: www.dfwac.ae;

Email: info@dfwac.ae

DUBAI POLICE:

Contact: +971 460 9999

Email: mail@dubaipolice.gov.ae

Introduction

The health, safety and wellbeing of all children are of paramount importance to all adults who work in our school. SISD has zero tolerance for child abuse and our children have the right to protection, regardless of age, gender, race, culture, or disability. Safeguarding refers to the process of protecting children and adults that includes procedures to prevent children from harm. Child Protection is part of the safeguarding children process, protecting individual children identified as suffering or likely to suffer significant harm. This includes the child protection procedures which detail how to respond to concerns about a child. All staff have a duty to report any suspected or disclosed cases relating to child protection to the Safeguarding Team. If the threat is immediate or ongoing it will be reported to the appropriate local safeguarding authorities as set in place in Dubai, United Arab Emirates.

Guidelines from United Nations Conventions on the Rights of the Child (UNCRC) and the International Taskforce on Child Protection were used to create the SISD Child Protection and Safeguarding policy. SISD is committed to ensuring that all members of staff can secure children's safety and wellbeing by having the best interest of the child. This policy identifies systems in place to identify and report child protection and safeguarding concerns.

Aim: We aim to achieve

The aim of the policy is to ensure the school's commitment to the continued development of explicit and best practices and procedures. Child protection concerns, referrals and monitoring is to be handled in a professional manner, sensitively and in a way that supports the child.

The three main components of our child protection policy include:

1. Prevention

Prevention is created through a positive school atmosphere, teaching and pastoral care and support provided to all students. SISD establishes and maintains a safe environment where students feel safe and secure and are encouraged to talk and have their voice heard. Safeguarding themes, activities and training are included in the pastoral care curriculum empowering students with the skills they will need to recognize and stay safe from any form of abuse.

2. Protection

Protection is ensured through following agreed processes and procedures which ensure staff are well trained and supported to respond effectively, appropriately, and sensitively to child protection concerns. Students are made aware that there are adults within the school whom they can approach, if they are concerned or are in a difficult situation.

3. Support

Support to students who have undergone any form of mental or physical trauma. We will ensure that every effort will be made to establish effective working relationships with parents, colleagues, and external agencies.

SISD acknowledges that we are an agent of referral and not of investigation.

The policy applies to all students, staff, governors, volunteers, third party providers and visitors to SISD.

Dubai Context

- Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Designated Safeguarding Lead and the Safeguarding Team.
- In Dubai and the United Arab Emirates there is currently no infrastructure of Educational Safeguarding and/or Social Care Services. Following cases which caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of Federal law No. 3 regarding child protection “to ensure a secure and stable future for children in the U.A.E.”
- In April 2012, it was reported that Dubai had “embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need.” The policy “aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai.” The Dubai Strategic Plan 2015 calls for the provision of “proper social services to meet the requirements of the local community.”
- In November 2012, the UAE Cabinet approved “Wadeema’s Law” to “protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality.”
- In present circumstances, the lack of direct educational Child Protection infrastructure means that the school’s scope for onward referral is very limited. The Dubai Consulate or Embassy of the child’s country of nationality could be

one option. Professional counsellors, consultants, psychologists could also be considered, but there would be financial implications. In the most extreme cases, it could be that direct referral to the Police would be indicated.

Definitions

The school fully recognizes the contribution it makes to Child Protection. UAE Federal Law No. 3 of 2016 concerning children's rights, also known as 'Wadeema's Law', protects children against all forms of negligence, exploitation, physical and psychological abuses. All staff at are committed to safeguarding and promoting the welfare of children, thereby protecting them from such abuses. This policy exists to protect children, of all ages from the 4 main kinds of abuse.

The ill-treatment or neglect of a child which causes injury, suffering or distress is abuse.

Physical Abuse: May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the child. Fictitious illness by proxy may also be considered as abuse.

Emotional Abuse: Is the persistent emotional ill-treatment 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 expectations being imposed on children. It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse: Involves forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening. The activities may involve physical contact, including penetrative or non - penetrative acts. They may include non - contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect: Is the persistent failure to meet the 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 the parent or carer failing to provide adequate food, shelter, or clothing, failing to protect the child from physical harm or danger, or in the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on Peer Abuse: A 'peer' is a person within the same age range, and someone of equal worth. All students, co-teachers, co- staff are considered as each other's peers. Peer on peer abuse can manifest itself in many ways which may include bullying, sexual exploitation and child harm. All forms of peer-on-peer abuse are reported and are managed in compliance with the Staff Conduct Policy and whole school Anti-Bullying Policy.

Safeguarding from Technological Risks & Threats: The Internet has the potential to offer children and young people a wide range of opportunities. However, there are ranges of risks and dangers online that threatens children's safety and are widely known as follows:

- Children and young people inadvertently or deliberately accessing illegal or inappropriate sexual or violent material online
- Targeting and grooming of children by predatory adults through chat rooms, possibly adults posing as children
- The abuse of children, in some cases in real time using web cams, to provide material for pedophile news groups
- The use of email, instant messaging etc. to bully and harass other – this may be more likely to occur between children and young people

The school is committed to raising awareness of the need for E-Safety in a technologically advancing world. The practice and education within the school aims to inform children, staff, and parents of the need for safety regarding content, contact and conduct when accessing the internet, social media or other forms of e-communication.

Please refer to Appendix 2 for NSPCC detailed signs of abuse.

Reporting Procedure

CPOMS

CPOMS is a safe platform for recording and managing child protection and safeguarding concerns. All information documented on CPOMS remains confidential and is only accessible to members of the safeguarding team.

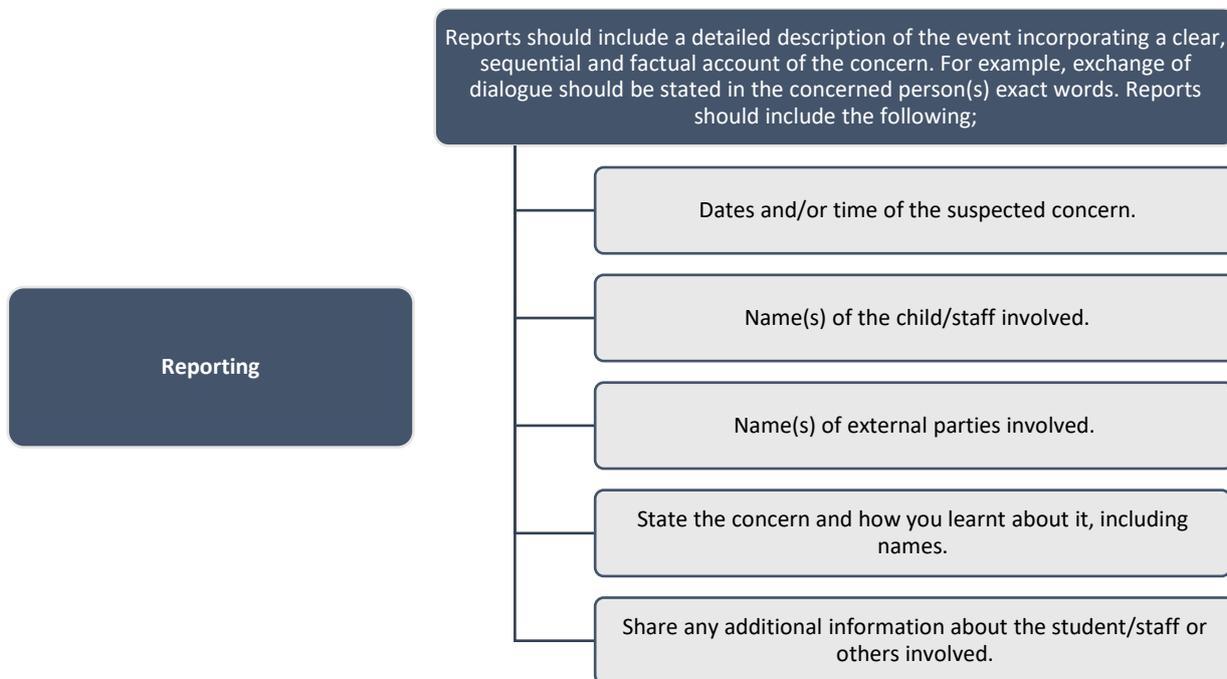
Identified concerns must be reported on CPOMS or to a member of the Safeguarding team if you are not a permanent staff member. Each school section displays posters that identify safe adults to whom children can report concerns and seek help. The receiving member of the team documents the concern on CPOMS. All concerns are received by the Designated Safeguarding Lead (DSL).

Reporting

Reports should be completed on CPOMS incident form and must include a detailed description of the event incorporating a clear, sequential, and factual account of the concern. For example, exchange of dialogue should be stated in the concerned person(s) exact words. Reports should include the following:

- Dates and/or time of the suspected concern
- Name(s) of the child/staff involved
- Name(s) of external parties involved

- State the concern and how you learnt about it, including names
- Share any additional information about the student/staff or others involved



Disclosures

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation, or suspects that abuse may have occurred, **must** report it immediately on CPOMS or to the safeguarding team. In some cases, it is also advisable to make the disclosure in person to the DSL or in their absence, any one of the Safeguarding team members. In the absence of either of the above, the matter should be brought to the attention of the principal.

The DSL and the team will act on any disclosures made in accordance with the procedures outlined within this policy. This will almost always involve speaking to the student first. All actions will be discussed by at least two members of the safeguarding team and a way forward agreed. The specific actions taken will depend on the case.

Do	Don't
<ul style="list-style-type: none"> • Take what you are being told seriously • Listen carefully – do not interrupt • Acknowledge what you have been told • Remain calm • Reassure – tell them they have done the right thing • Tell them you have to pass the information on, who you will be telling and why • Pass the recorded information on immediately to your DSL. 	<ul style="list-style-type: none"> • Attempt to investigate • Look shocked or display disbelief • Probe • Speculate • Pass any opinions about the alleged perpetrator • Make negative comments • Keep secrets • Show emotion or openly cry • Delay in getting help

The school will always endeavor to share safeguarding or child protection concerns with their parents unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from a relevant organization that deals in the student's particular case.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding and child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret, as where there is a safeguarding or child protection concern this must be reported to the DSL and may require further investigation by appropriate authorities. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

Records and Monitoring

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time, and location. Basic details, such as the date of birth of the child could also be important later and therefore staff must be as thorough as possible. Staff should not document or report the signs by taking pictures but only document concerns on CPOMS.

Action Required

- Following the report on myconcern, the Designated Safeguarding Lead shares the concern with suitable members of the safeguarding team
- Concern is reviewed for further action
- Based on acquired information, the safeguarding team creates a support plan for the child
- The pastoral team, including counselors may be asked to support the child

Decision to report to external bodies is made by the Head of School. The school reports to the Child Protection Hotline; [+971800988](tel:+971800988). Other external bodies include Dubai Police, Dubai Foundation for Women and Children, Al Tamimi Law firm and Child Safe ME. The school has identified individual counselors that work in these institutes that we maintain a strong relationship with.

Please note that the Safeguarding Team will respond as soon as possible. The team will collect feedback from all concerned parties and share it with the complainant

If you have a concern about a child being at risk of harm or receive a disclosure, please contact the main reception and ask to speak to the Designated Safeguarding Lead. For emergencies, please contact the nearest security desk.

In compliance with the UAE Law, the school has a duty to report all concerns of suspected abuse (including domestic abuse) to the local authorities.

Refer to Appendix 1 for Reporting Procedure.

Responsibilities of all members of the SISD Community

Role of the Designated Safeguarding Lead

- Ensure the protection and welfare of all SISD students is paramount
- Understand the key legislation and guidance that determines our Safeguarding and Child Protection Policy
- Is the first point of contact
- Provide advice, guidance and signposting for staff, parents and most importantly, children and young people
- Provide support for staff to carry out their safeguarding duties
- To create and promote professional networks and partnerships
- Monitor that all the safeguarding procedures are followed within the school
- To make appropriate, timely referrals to the appropriate external agencies or the police if necessary
- Ensure that all staff know:
 - The names of the designated Safeguarding persons
 - That they have an individual responsibility for reporting child protection concerns
 - The procedures identified within the school safeguarding policy
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse
- Ensure that parents understand the responsibility placed on the school and staff in relation to child protection, by setting out its pastoral role in policies on the website
- Provide Safeguarding training for all staff members and support agencies within the school
- Have effective links with relevant local agencies and persons and co-operate as required with their enquiries regarding child protection matters
- Keep records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter or take it further. Where there is cause to take the matter further Safeguarding team must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns
- Adhere to the procedures set out by the HR and the Principal when an allegation is made against a member of staff

- Ensure that Section Heads in the respective areas of the school are aware of and are conducting the appropriate checks on all new members of staff and on-site personnel
- Ensure that the duty of care towards students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice
- Monitor child protection awareness in the school and ensure that due diligence is given to Safeguarding issues
- Ensure that designated notice boards around the school display names and contact details of the safeguarding team who can be contacted in an emergency or if a child or member of staff feel the need to raise a concern or seek help

All members are expected to cultivate a safe, trusting, and caring environment. Support SISD's efforts to safeguard all members of the school community. They should educate themselves about the definition, signs and identification of child abuse and understand the Child Protection and Safeguarding Policy with support from the Safeguarding Team. They have a duty to report all suspected cases of child abuse while maintaining strict confidentiality and following procedures that deal with disclosure as recommended. The safeguarding team refers and adheres to the UAE Child Rights Law of 2016 in all matters concerning the protection and safeguarding of students.

[Child Rights Law](#)

https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf

[Safeguarding Team](#)

The Safeguarding Team consists of the Head of School, Designated Safeguarding Lead and Deputy Heads of Early Years, Primary and Secondary School. Support specialists for example, counselors, nurses, doctors may be involved as per need under a confidentiality agreement.

- Ensure that all members of staff are equipped with accurate and up to date information on safeguarding procedures, in compliance with local authorities
- Communicate any developments and changes to the safeguarding procedures and policy to staff regularly in staff briefings and morning messages
- Review the Safeguarding and Child Protection Policy annually, before the start of new academic year considering changes in policies and the specific needs of the SISD community. The review will be completed in agreement with leadership team
- Provide additional support to members of staff in addressing cases of suspected abuse. For example, counselling support with professionals at Dubai Foundation for Women and Children
- If for any reason the Designated Safeguarding Lead is unavailable, the safeguarding team who have been identified will act in their absence

[The Governing Body](#)

The Governing Body and school leadership team are responsible for ensuring that the school follows safer recruitment processes explained in the safer recruitment policy.

The role of the Nominated Governor for Safeguarding and Child Protection is to ensure that the school has an effective policy, that the Guidelines are complied with and to support the school in this aspect.

Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The DSL and the Principal will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors, statistics around cases and other relevant issues.

School Doctor/Nurse

The Doctor or Nurse will be required to conduct an initial examination if there are physical injuries and write an initial report about the child's physical and emotional condition. The Head of School, also a Safeguarding Team member can request information for case reviews.

In some cases, the child may have to take medication because of the abuse. The School Doctor or Nurse must ensure that all standards and procedures for administering medications in the school setting are met.

Pastoral Care Team

The pastoral care team will offer the child a safe space accompanied with support as outlined in the Anti-Bullying policy. This policy defines instances in which behaviors may be referred to the child protection team.

Please refer to the SISD Anti-Bullying Policy.

Staff Responsibilities

It is essential that the high standards of concern and professional responsibility adopted regarding alleged child abuse by parents are similarly displayed when members of staff are accused of abuse. Only authorized agencies may investigate child abuse allegations. Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not. **The school recognizes it is an agent of referral and not of investigation.**

If for any reason it is decided by the DSL that a referral is not appropriate, it will be necessary to address the complaint against a member of staff by the Safeguarding team in accordance with the school's complaints disciplinary procedures. In the case of a complaint against an SLT member that is not referred, the Principal and the DSL will conduct an internal disciplinary meeting in line with the school's complaints/disciplinary procedures. Complaints Policy and Whistleblowing Policy.

Supporting Students at Risk

Our school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

This school may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation
- The school ethos and values which promotes a positive, supportive, and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of the school's behaviour management policies
- A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable, but s/he is valued
- Regular liaison with other professionals and agencies who support the pupils and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection
- Maintaining a watchlist of students who have issues related to safeguarding so that staff can be aware of them and meet their needs with support from the inclusion team

Supporting SEND and children with additional vulnerabilities

People of Determination and children with SEND can be more vulnerable to exploitation and abuse and should have enhanced access to support systems. They may be more isolated from their peers and may find it difficult to express concern. No concern should be overlooked or passed off as a symptom of SEND including (not an exhaustive list):

- Communication
- Toileting
- Understanding right and wrong
- Physical build
- Unusual or over-physical attachments to staff members and peers

Staff must be hyper-vigilant to the needs and concerns of these children who are among the most vulnerable.

Additional barriers can exist in identifying neglect and harm for some groups of children.

Parents/Guardians

Parents understand the Child Protection and Safeguarding Policy at SISD. They comply

with the procedures in place to protect their children. Parents must alert the school of any concerns relating to the safety and welfare of an SISD student. Parents are always advised to maintain confidentiality. They are encouraged to collaborate with the school in supporting the child both, inside and outside of school.

The child protection team organizes awareness talks on child protection and safeguarding annually. In addition, the Parent Forum Committee undertakes a child protection training course with ECIS facilitated by the school.

After School Activities

All external providers have a duty of care towards our students. They are responsible for understanding the Child Protection and Safeguarding policy at SISD. All providers are required to submit background checks, Good Conduct certificate and to attend a training course on Child Protection and Safeguarding facilitated by SISD.

Reporting: All providers agree to report child protection concerns to the Head of After School Activities. The Head of After School Activities is responsible for reporting concerns to the Designated Safeguarding Lead as soon as possible with complete documentation.

Transportation

All adults responsible for SISD students in transportation have a duty of care to report any suspicious activities or concerns that may risk a child's health and safety. They undertake the Child Protection & Safeguarding training and are required to comply with the procedures in place.

Reporting: All transportation staff agree to report child protection concerns to the Transportation Manager. The manager is responsible for reporting it to the Designated Safeguarding Lead as soon as possible with complete documentation. All buses are under vigilant camera surveillance. The surveillance is aligned with the UAE transportation Law.

Boarding

All Boarding staff have a duty to report any suspected or disclosed case relating to safeguarding and child protection to the Head of Boarding/ Designated Safeguarding Lead, who may then involve the SISD Safeguarding Team. If the threat is immediate or ongoing, it may be reported to the appropriate local safeguarding authorities as set in place in Dubai, United Arab Emirates.

Boarding staff are responsible for student wellbeing and are trained by Head of Boarding, School counsellor and the Safeguarding Lead on student privacy, staff student relationships, etc. SISD aims to ensure that all members of staff can secure children's safety and wellbeing by having the best interest of the child in mind. They are encouraged to build trust with students and close partnerships with the families and local guardians. Staff members must also understand and practice the employee code of conduct at SISD.

The Secondary School counsellor works closely with the boarding house students supporting them with their wellbeing, adjustment to the boarding house, individual

counselling support. Students can also refer themselves in confidence through the Head of Boarding/Resident Tutor or the School Nurse. Occasionally boarders may be guided to seek help and support from the Counselor.

Boarding staff and parents/guardians are expected to comply with SISD school wide Child Protection and Safeguarding procedures. If a concern is raised about a student, parents/guardians are expected to be available to support.

Reporting: Safeguarding concerns in the boarding section are reported by the Head of Boarding directly to the Designated Safeguarding lead in line with the school policy as detailed in this document.

Operations

Members of the facilities, security, maintenance, and catering teams receive regular training on Child Protection & Safeguarding to ensure a thorough understanding of possible concerns and required actions. They report all concerns directly to the Designated Safeguarding lead. Operations also ensures that the correct lanyards are worn by staff members and visitors on the school premises.

Facilities

The SISD campus is always under vigilant surveillance. Camera recordings of specific areas in the school can be accessed with legitimate child protection concern. Recordings are at times used as supporting evidence in safeguarding concerns.

Maintenance & Catering

All adults have a duty of care towards all SISD students and child visitors. They are responsible for ensuring their correct behavior and reporting any suspicious activities in compliance with the Child Protection & Safeguarding Policy.

Security

Security staff undertakes to be vigilant and adhere to the procedures governing access to the school campus. A visitor's pass must be worn to facilitate identification and monitoring of visitors to the school. A record of relevant personal details will also be kept.

Visitors

Child safety and well-being is important to SISD and visitors to the school have a responsibility towards the school community. *Please see the SISD Visitor's Policy for reference.*

Academic Advisory Board

Child Protection and Safeguarding practices are shared with the members of the academic advisory board, and they receive annual training. The members collaborate with the Safeguarding Team to review the policy and systems in place for safety and wellbeing of our community. Concern data collected, such as numbers of concerns logged and nature of concerns, is shared with the board and used to guide the review.

External Trips

International

All international trips ensure adequate adult capacity to support all students. Both, male and female staff should accompany students on overnight and international trips. All accompanying adults, including parents must recognize that they have a responsibility towards health, safety, and child protection. Child protection concerns on international trips are reported directly to the head of school. In emergencies, local authorities of the site must be contacted.

Local

Local trips are facilitated by the SISD Transportation system. The buses are under camera surveillance and the staff is equipped with child protection training. All accompanying adults, including parents must recognize that they have a responsibility towards health, safety, and child protection. All accompanying staff are trained in safeguarding and health & safety practices. Child protection concerns on local trips are reported directly to the Designated Safeguarding lead.

Reporting: Suspicious activity or child protection concerns on international and local trips must be documented and reported immediately to the Designated Safeguarding Lead for review and support.

Physical Contact

Appropriate touches include:

- Providing comfort for a distressed pupil
- When a pupil is being congratulated or praised (on shoulder)
- Demonstrating how to use a musical instrument/ hold a pencil correctly
- Demonstrating exercises or techniques during PE
- To give first aid
- Toilet accidents

Important Reminders

- Never assume that a child will accept a touch as a friendly gesture
- Children come from different backgrounds and cultures with different sensitivities to touch and physical space.
- Inappropriate physical contact is never permitted

It is not recommended to initiate physical contact and members of staff should use professional judgment and may be held accountable for their actions. Staff must request for consent from students if physical contact is necessary.

Good practice is to always inform the line manager following close contact with a student.

Early Years Children

Early years experiences can be upsetting for some children. Occasionally children may feel like they want to go home. They may try to leave the classroom. The main aim of the teachers is to

- protect the children from harm
- provide comfort (if the child is happy with this)

Guidelines for Staff

Keeping yourself safe

This guidance is issued within this policy for the protection of both staff and children. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Do not let suspicion; disclosure or allegations of abuse go unreported or unrecorded
- Do provide access for children to talk to you about any concerns they may have
- Plan activities that involve more than one other person being present or are at least within sight or hearing of others
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room
- Recognize that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse
- On residential trips, children and staff must have separate sleeping accommodation
- Avoid situations that compromise your relationship with children and are unacceptable within a relationship of trust
- Take pictures of students from school camera/iPad for school purposes only. Do not take pictures of students from your personal phone and never post pictures online
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury
- Staff is advised to avoid transporting a single child in a vehicle except in case of an emergency
- Remember that someone else may misinterpret your actions, no matter how well intentioned
- Do not have inappropriate physical or verbal contact with children. Avoid suggestive remarks or gestures, even in fun
- Do not jump to conclusions about others without checking the facts
- Do not rely on your good name to protect you
- Do not believe "it could never happen to me"

Safer Recruitment

Employees will be provided with a copy of the Child Protection and Safeguarding policy and will be required to sign a document confirming that they have read and understood it.

Recruitment of SISD Employees is conducted in compliance with the following safer recruitment requirements:

- Police certificate(s) of good conduct or equivalent police clearance certificate(s) confirming no criminal convictions and giving clearance to work with children. If the Employee is residing in Dubai, a Dubai Police Certificate of Good Conduct plus a criminal background/child protection clearance certificate from the Employee's last country of residence and home country is required. If the Employee is coming from outside Dubai a criminal background/child protection clearance certificate from his/her current/last country of residence and home country is required. For Employees from UK an Enhanced DBS certificate or ICPC certificate is required
- All other criminal background/child protection clearance certificates for all countries in which the Employee has resided (if available)
- ID documentation (passport, visa, Emirates ID, birth certificate, change of name declaration, marriage certificate(s))
- A minimum of 2 written references is required. Any anomalies or discrepancies in a reference will be taken up through direct contact with the referee and a note made of the same. A referee will be requested to comment on the following:
 - the candidate's suitability to work with children and young people
 - any allegations or disciplinary actions to include warnings and dismissals
 - any allegations or disciplinary proceedings involving issues relating to the safety and welfare of students, children, and young people
 - the candidates' suitability for the role
- Once references are received, at least one reference will be authenticated by HR through a telephone call to the referee. A note will be kept on file of the authentication phone call
- In the application form submitted as part of the recruitment process an applicant must declare all convictions they may have, and all addresses they have lived at during the past 10 years. The applicant is required to confirm whether they are disqualified from working with children or subject to any sanctions imposed by a regulatory body

Please see the SISD Recruitment Policy and Procedure for reference.

Whistleblowing

Human Resources at SISD supports staff members who report colleagues of unethical or suspicious conduct. This may include illegal practices, criminal offences, physical or sexual abuse, risk of damage to the school environment, someone covering up a wrongdoing and matters relating to health & safety.

Where child protection concerns related to staff overlap with the whistleblowing policy the reporting procedure should follow the guidelines set out within the child protection and safeguarding policy.

Please refer to the SISD whistleblowing policy for reference.

Training

SISD places a strong emphasis on quality training for all employees. We have formed a partnership with the Educational Collaborative for International schools, ECIS to facilitate Child Protection & Safeguarding training for all staff. This training supports updated practices recommended by the International Taskforce on Child Protection.

Staff are kept informed about child protection responsibilities and procedures through induction, briefings, morning messages and CP quiz. All members of staff will undergo the same Level 1 safeguarding training and will read and sign the safeguarding policy.

Members of the safeguarding team and senior leadership are Level 3 trained. Members of the HR team and senior leadership are also trained on safer recruitment and follow best practice.

Application of the Policy

This policy applies to all school events inside and outside of school, for example, performances, social events, school trips, educational events etc. Child Protection is a shared responsibility across the SISD community. Any suggestions should be shared with the Designated Safeguarding Lead who will then share with the Child Protection Team for review. An outcome will be shared with a view to ensuring best practice.

Relevant legislation or Authorities

This Child Protection Policy is underpinned by fundamental principle of the United Nations Convention of the Rights of the Child UNCRC 1989 ratified by United Arab Emirates (UAE) on the 3rd January 1997 along with the UAE local Child Protection Laws, last updated in June 2016. The child protection team may refer to the laws defined in the International Center for Missing and Exploited Children guidelines established in February 2018.

Linked Policies

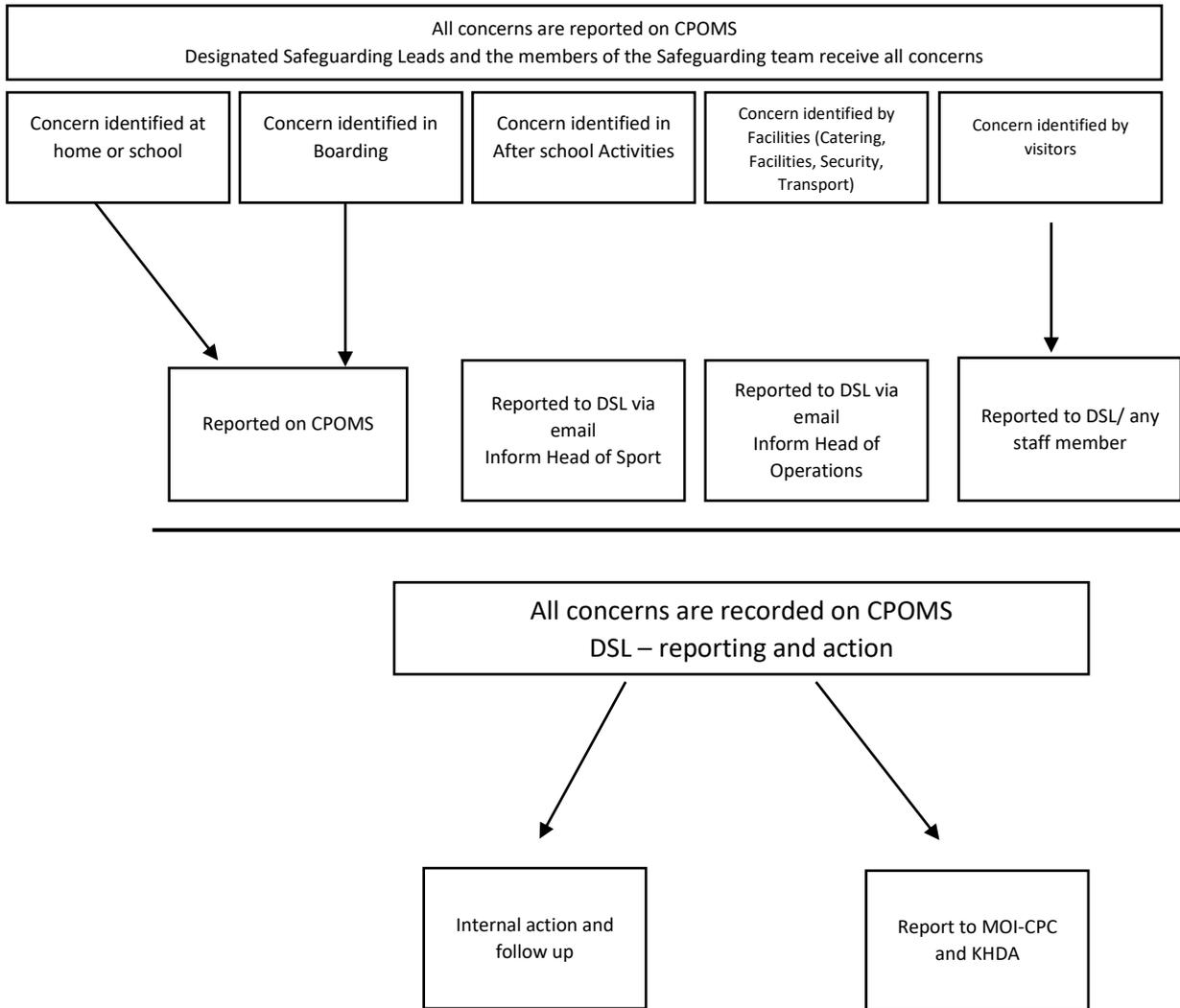
School has policies on Attendance, Behaviour, Bereavement, Anti-Bullying, Volunteer Helpers in School, and Pupil Health. These policies all serve to support and enhance the Safeguarding Policy. It is the responsibility of the staff to have familiarized themselves with these policies and to use them in all their dealings with children and staff members of the school.

Linked Policies

Health and Safety
Counselling Policy
E-Safety Policy
Behaviour Policy and Anti Bullying
Procedure
Absence Policy
Missing Child Policy
Safer Recruitment Policy
Trips and Events Procedures Policy

Appendix 1

Reporting procedure



Appendix 2

NSPCC Signs of Abuse

All Ages

- Talks of being left home alone or with strangers
- Poor bond or relationship with a parent, also known as attachment
- Acts out excessive violence with other children
- Lacks social skills and has few if any friends
- Regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
- Showing an inexplicable fear of places or making excuses to avoid particular people
- Knowledge of 'adult issues' for example alcohol, drugs and/or sexual behaviour which is inappropriate for their age or stage of development
- Angry outbursts or behaving aggressively towards other children, adults, animals, or toys
- Becoming withdrawn or appearing anxious, clingy, or depressed
- Self-harming or thoughts about suicide
- Changes in eating habits or developing eating disorders
- Regularly experiencing nightmares or sleep problems
- Regularly wetting the bed or soiling their clothes
- In older children, risky behaviour such as substance misuse or criminal activity
- Running away or regularly going missing from home or care
- Not receiving adequate medical attention after injuries

Under 5s

- Doesn't cry or respond to parent's presence or absence from an early age
- Reaches developmental milestones late, such as learning to speak, with no medical reason
- Significantly underweight but eats well when given food

5 – 11-Year-olds

- Becomes secretive and reluctant to share information
- Reluctant to go home after school
- Unable to bring friends home or reluctant for professionals to visit the family home
- Poor school attendance and punctuality, or late being picked up
- Parents show little interest in child's performance and behaviour at school
- Parents are dismissive and non-responsive to professional concerns
- Is reluctant to get changed for sports
- Wets or soils the bed

11–16-year-olds

- Drinks alcohol regularly from an early age
- Is concerned for younger siblings without explaining why
- Becomes secretive and reluctant to share information
- Talks of running away

- Shows challenging/disruptive behaviour at school
- Is reluctant to get changed for sports