





**BLOOM WORLD
ACADEMY**

Safeguarding Policy	
Audience and coverage	School Community
Published where	Parent and staff handbook
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Owner	Nicola Upham - Vice Principal Student Development
Reviewer	John Bell - Principal 
	Nilay Ozral – Bloom Education CEO 



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1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

3. Scope

This policy applies to all *stakeholders*

4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

Definition of Child Abuse

Child abuse refers to any act committed by a parent, guardian or any other person to a child under the age of 18, which results in injury to the child. These acts include situations where there is neglect, emotional, physical or sexual harm. (Refer Appendix A Categories of Abuse)



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Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have identified as suffering, or being at risk of suffering significant harm.

5. **Processing and practice**

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regard to safeguarding policy.

6. **Purpose**

The safeguarding of children and young people from harm is the highest priority here at BWA. Our students have a right to feel safe and protected from significant physical and emotional harm both inside and outside of school.

Students from BWA will leave the school as well rounded, proactive young adults ready to be responsible citizens of the future with strong values, principles and ambition for success. This is achieved by a clear focus on the skills and attributes that we know are essential for future success in life.

To achieve this outcome, the School Needs to be a Safe, Caring Environment

Where we:

- Create a safe environment in which children and young people can learn.
- Actively promote the self-esteem of the children
- Encourage independence, self-confidence and assertiveness in the children
- Establish good links with parents and other professionals working with children in our school
- Provide a curriculum where children can solve problems and are able to make decisions and choices
- Respect each other regardless of gender, race, or religion



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- Fulfil our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.
- Act on concerns about a child's welfare immediately.
- Ensure that victims of harm are never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Take an 'it can happen here' approach where safeguarding is concerned.

Safeguarding is not an isolated activity which is undertaken by a select few within only certain areas of school practice. Safeguarding children is everyone's responsibility and everyone at our school who has contact with children and families must play an active role in keeping children safe from harm. In that respect we take a whole school approach to safeguarding, ensuring that it is at the forefront of all our work, that it underpins all of our policies and processes and that everything we do is always with the best interests of the children at heart.

This policy is a crucial part of promoting the welfare of our students; it is designed to inform our staff regarding the signs of child abuse and to equip them with the knowledge on what to do in the event of suspected abuse. This policy defines abuse, outlines signs of abuse and explains the procedures for investigating and reporting suspected cases.

This policy should be read in conjunction with the Positive Behaviour Policy and Anti-Bullying policies.

All action taken by BWA will be in accordance with:

- Keeping Children Safe in Education, DfE (September 2021) that all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- Working Together to Safeguard Children (2018), which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- What to do if you are worried a child is being abused (2015).
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015).



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- UK Early Years Foundation (EYFS) Framework – Section 3 safeguarding and welfare requirements set out in section 3
- KHDA – How to open or expand an early childhood centre in Dubai
- National Child Protection Policy in Educational Institutions in United Arab Emirates (2022)

This Policy is underpinned by the fundamental principle of the United Nations Convention of the Rights of the Child (UNCRC) 1989 of which the United Arab Emirates (UAE) ratified on the 3rd January, 1997 along with the UAE local laws (the Emirates Human Rights Association have launched the Federal Law No. 3 of 2016, on Child Rights (WADEEMA's LAW).

7. **Good practice guidelines and staff code of conduct**

To meet and maintain our responsibilities towards students, we have an agreed standard of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the school's child protection policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and BWA guidance.
- Referring all concerns about a student's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care.
- Following the school's rules with regard to communication and relationships with students, including via social media.



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8. Procedures

When a child reports abuse, the teacher will inform the appropriate Designated Safeguarding Lead (DSL) immediately. The teacher should also inform the DSL as soon as possible if there is reasonable cause to believe that abuse is occurring. This should be followed with a written record logged onto CPOMS before the staff member has left the premises, using as far as possible the pupil's own words. The DSL will take initial steps to gather information regarding the reported incident.

At this stage he/she will:

- Appoint the appropriate safeguarding officer to lead the school's response.
- Interview staff members as necessary and document information relative to the case.
- Consult with relevant school personnel to review the child's history in the school.

The DSL will then form a school-based response team to address the report. The response team may include the school doctor, nurse, counsellor, teacher, and other individuals as the DSL sees fit. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually, and that strict confidentiality is maintained. We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable' and challenge when required.

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

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

We will inform parents/carers of our actions **unless it is our view that so doing could place the child at greater risk of harm** or could impede a criminal investigation.

As per the 'National Child Protection Policy in Educational Institutions in United Arab Emirates policy 2022' KHDA shall be notified of any suspected critical abuse or one to which the student is exposed in, around or in the utilities of the educational institution campus, the transportation buses or camps and internal and external activities organized by an educational institution or the Ministry according



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to the applicable legislations and laws. In addition, registers shall be kept of all cases of reported abuse in educational institutions.

Subsequent to a substantiated case of child abuse or neglect, the following actions may take place:

- The DSL will maintain contact with the child and family to provide support and guidance as appropriate.
- The DSL will provide the child's teachers with ongoing support, and provide strategies for the teacher to use.
- The DSL will maintain contact with outside therapists, in order to update the therapist about the progress of the child in school, and to keep the school informed about the progress of the therapy.
- The DSL refers the case to local authorities for further action.

BWA uses the online software program CPOMS to log any concerns regarding safeguarding. This enables a forensic analysis of concerns and patterns across the school and enables reports to be shared instantly and securely with the DSL. The DSL uses CPOMS to build chronologies around students and it can be used to produce reports for vulnerable students.

9. Procedures specific to Nursery

Experience

The Nursery manager has at least 2 or more years' experience working in an early years setting or other suitable experience and at least a full and relevant level 3 qualification. The named deputy is capable and qualified to take charge in the manager's absence. At least half of all other staff must hold at least a full and relevant level 2 qualification.

Recognition is required from KHDA before a manager can be formally appointed. To be recognised by KHDA, the successful candidate must meet the requirements.

NURSERY MANAGER - EXPECTED TO HAVE: • a bachelor's degree, and preferably working towards a post-graduate qualification in early childhood education OR • professional certification* in leading



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an early learning centre (for example: level five vocational qualification) 3+ years' experience in an early childhood setting

EARLY CHILDHOOD TEACHERS - EXPECTED TO HAVE: • or be working towards a bachelor's degree in early childhood education (preferable) or another area* OR • professional certification in early childhood education (for example level three vocational qualification) Recommended relevant experience in an early childhood setting

EARLY CHILDHOOD TEACHER ASSISTANTS - EXPECTED TO HAVE: • hold a university degree OR • have experience of working in an early childhood setting with a minimum of a high school certificate (or equivalent). Work experience in Early Childhood Centre

Staff must carry out specified work (e.g. planning and delivering lessons or assessing pupils' development, progress and attainment) under the direction and supervision of a qualified or nominated teacher – the Principal decides what level of direction and supervision is needed, and must be satisfied that the staff have the skills, expertise and experience needed to carry out the work

EARLY CHILDHOOD CENTRE HELPERS (CARE ASSISTANTS) With guidance from teachers and teacher assistants, early childhood education support staff (helpers or care assistants) provide a high level of support for children's development, learning and care and ensure children are safe. Helpers should never be in charge of a group of children, unless supervised by a teacher or teacher assistant.

Staff seek medical advice where they are taking medication that may affect their ability to care for children, and are only allowed to work directly with children if medical advice confirms the medication is unlikely to impair their ability to do so.

First aid

At least 2 members of staff have a current paediatric first aid (PFA) certificate and are available at all times children are present. The PFA training is renewed every three years. There is a nurse on site and appropriate action is taken if a child is ill.



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Staff Ratios

Each child is assigned a key worker and children are adequately supervised, including while eating. Staff are deployed in a way to ensure children's needs are met

Age of children	Number of staff
45 days to 17 months	1:3
18 to 35 months	1:5
36 to 47 months	1:8
48 to 71 months	1:12

Safety and sustainability of premises, environment and equipment

Risk assessments are in place and identify aspects of the environment that need to be checked on a regular basis, when and by whom and highlight how the risk will be removed or minimised.

Indoor space

The indoor floor plan layout must stipulate the age groups to which it applies, be certified by suitably-qualified personnel, and meet fire, and health and safety regulations. The indoor area is calculated after excluding the corridors, bathrooms, offices, stores, staff rooms, kitchen, cabinets, and other fixtures, other than desks/learning resources. The indoor space requirements per child are detailed in the table below

Age of children	Indoor space requirements per child
45 days to 17 months	4.5m ²
18 to 35 months	3.5m ²
36 to 47 months	3m ²
48 to 71 months	3 m ²

Cots are in good condition and bedding is provided by the family, which is changed on a weekly basis. Sleeping children are frequently checked and infants are placed down to sleep in line with the latest government safety guidance. A separate baby room for children under 2 is provided.



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Outdoor space

The outdoor space should be risk assessed, and should have safe access and exit points, with childproof latches on all gates, which must remain closed when children are present. Arrangements should be in place to ensure that unauthorised access by unknown adults or children is not permitted.

If the outdoor space is close to hazards such as roads it should have suitable fencing of at least 1.8 metres in height. The outside space must also:

- be shaded to protect children from the natural elements whilst allowing access as often as possible;
- have well maintained flooring, free from trips and hazards;
- be free from hazards (e.g., large containers that collect water, manholes and pest control devices should be covered; storage sheds must be locked when not in use); and
- conform to relevant health and safety protocols. The outdoor space requirements per child are detailed in the table below.

Age of children	Indoor space requirements per child
45 days to 35 months	4.5m ² (based on 1/5 of number of children)
36 to 71 months	5m ² (based on 1/5 of number of children)

10. Allegations against staff or the Principal

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Principal. **If the Principal is absent, the allegation should be passed to the Chief Executive Officer (CEO).** If the allegation is against the Principal, the person receiving the allegation should immediately inform the CEO without notifying the Principal first.

11. Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways such as bullying and sexual abuse.

- Bullying' peer abuse can be direct, in physical or verbal forms, or indirect, in such forms as exclusion, gossiping, and rumours.



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- Sexual peer abuse can involve the use of inappropriate images, sexual acts or sexualised taunts
- Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Peer on peer abuse will be treated seriously and an investigation will take place led by the safeguarding team. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up,” this behaviour could result in a suspension from the School. The victim of peer-on-peer abuse will be supported by the pastoral team (including the on-site counsellor) and if required a referral will be made.

12. Early help and supporting children at risk

BWA recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing supporting as soon as a problem emerges, at any point in a child’s life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

The school is committed to working in partnership with children, parents and other agencies to:

- Identify situations in which children and/or their families would benefit from early help.
- Undertake an assessment of the need for early help; and provide recommendations to targeted early help services.

BWA will endeavour to support all its pupils and equip them to stay safe from abuse through:

- The curriculum and in particular the content of the Moral Education curriculum which will encourage self-esteem and self-motivation;
- The provision of enrichment activities to raise awareness of a range of issues for example personal safety and the safety of others;
- Promoting a positive, supportive and secure environment which gives pupils a sense of being respected and valued;
- A coherent management of behaviour;
- A commitment to develop productive, supportive relationships with parents



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- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in child protection situations.
- Take all the necessary measures to safeguard and protect the children against substance abuse, including the use of narcotic, intoxicating and stimulant substances, all types of psychotropic substances, or the child's involvement in their production or trafficking.

13. Attendance

We recognise that full attendance is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely and is reviewed regularly by SLT.

14. Children missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Where a student has 10 consecutive school days of unexplained absence and reasonable steps (telephone calls, letters, emails, friends) have been taken by the school so establish their whereabouts without success, the school will make an immediate referral to relevant UAE authorities.

15. Roles and responsibilities

Role of the Designated Safeguarding Lead (DSL)

Details of our DSL and Deputy DSL are available on the BWA website, our newsletters, notice boards around the school and on posters in every classroom. Duties are further outlined in Keeping Children Safe in Education (2021, Annex C).

The DSL is member of the school's Senior Leadership Team and has lead responsibility for safeguarding and child protection within the setting.

- The DSL works with the Principal, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils in need are experiencing or have experienced, and identifying the impact



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that these issues might be having on pupil's attendance, engagement and achievement at school or college.

- Manages early identification of vulnerability of pupils and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.

It is the responsibility of the DSL to:

Manage referrals to local safeguarding partners where pupils with additional needs have been identified.

These can include those:

- who need a social worker and may be experiencing abuse or neglect;
- requiring mental health support;
- who may benefit from early help;
- where there is a radicalisation concern;
- where a crime may have been committed.

The DSL will also:

- Be a key point of contact for outside agencies about safeguarding.
- When required, liaise with the case manager and KHDA in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable pupils with relevant staff.
- Participate in the meetings held by the child protection committees and councils.
- Ensure the successful transfer of the Safeguarding/Child Protection File when a pupil moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.

This includes ensuring that staff:

- Know who these children are,



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- Understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Are supported to identify the challenges that children in this group might face.
- Provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.

Role of the Board

It is the responsibility of the Board to:

- Nominate a Governance Committee member who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding arrangements.
- Liaise with the Principal and the DSL to produce an annual report for the board.
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this policy is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance
- Ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (2021, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to pupils, this includes having a process to manage low level concerns.
- Ensure that systems are in place for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.



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- Ensure that the setting has systems in place to prevent, identify and respond to Peer-on peer abuse (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.

Role of School Personnel

It is the responsibility of all staff to:

- Read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2021) and read Annex B. Staff that do not work directly with children will be asked to read Annex A instead.
- Aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); anti-bullying policy
- Know how to contact the DSL and any deputies, and the named board member responsible for safeguarding.
- Know how to identify vulnerable pupils and take action to keep them safe. Information or concerns about pupils will be shared with the DSL where it includes those:
 - may be experiencing abuse or neglect;
 - requiring mental health support;
 - may benefit from early help;
 - where there is a radicalisation concern;
 - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about peer-on-peer abuse, children missing education and those requiring mental health support and the impact of technology in relation to online safety.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable pupils and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the CPOMS safeguarding system.
- Aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.
- Maintain confidentiality and not disclose any information related to students. shall never discuss any existing or closed cases with mass media or third parties, other employees or



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unauthorized persons, except when required to do so by investigative bodies and judicial bodies within the limits of legal liability.

- Manage student behavior through role modeling appearance, behavior and positive situations that are appropriate and reflective of societal values.
- Respect social diversity and differences of all types: race, color, gender, religion, expatriates, mental, psychological, and physical capabilities of each student.
- Endeavor to achieve justice and equality in treatment for all students in the educational institution.
- Ensure proper treatment based on equity and respect for all students, by use of appropriate, courteous, and respectful language.
- Apply the professional codes of conduct.

Role of the Students School Doctor/Nurse and Counsellor

It is the responsibility of the School Doctor/Nurse and Counsellor to:

- Provide physical treatment and emotional support after a child has been abused
- Conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition
- Provide positive encouragement to the child, liaise with family members determine how best to promote the child's safety both at school and at home.
- Recognize that Child abuse can leave deep emotional scars and help develop a rehabilitation plan in liaison with the DSL and other appropriate staff in the case team.
- Ensure that all standards and procedures for administering medications in the school setting are met.

Role of the Parents

It is the responsibility of the parents to:

- Be fully responsible towards the child and for the duties entrusted to them in the upbringing, care, guidance and growth of the child as stated in the applicable law and legislations in the country.
- Cooperate with the educational institution for creating a safe environment for the child in which the child feels protected against occurrences that may threaten the child's survival, physical and mental health.



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- Notify the educational institution or child protection units in case of an occurrence that may threaten the child's safety, physical, or mental health.
- Positively cooperate with the educational institution or child protection units as required in any stage when dealing with a case of abuse where the parent's children are involved.

Role of the HR department

It is the responsibility of HR department to:

- Ensure when recruiting any member of the teaching staff or support staff with access to children, all reasonable steps should be taken to ensure compliance as far as possible with the following:
 - Provision of an up-to-date police 'good conduct' letter and/or criminal records check
 - That two or more references are taken up from previous employers with follow-up questions with regard to the applicant's compliance with any Child Protection procedures
 - A declaration signed by the prospective employee on any application form and/or contract that s/he has not been convicted or undergoing court or disciplinary proceedings for any offence involving child abuse and/or breach in exercising a duty of care for children

Role of the security

It is the responsibility of security to:

- Be vigilant and adhere to the procedures governing the access and detailed record-keeping
- Ensure that the Visitor's Pass are worn for ease of identification and monitoring of visitors to the school.

16. Associated documentation

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Behaviour for Learning Policy
- E-safety
- Anti-bullying
- Student Well-being policy
- Staff Well-being policy
- Counselling Policy



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17. Training implications

This policy will be shared with all BWA academic and administrative staff in the staff handbook. Staff will be trained and refreshed at the start of each academic term during the annual BWA induction and staff meetings. For new joiners they will be walked through the policy by the DSL. This policy will be revisited by the Vice Principal Student Development annually in readiness for the new academic year or amended as necessary in real time.

18. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

19. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.



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APPENDIX A **CATEGORIES OF ABUSE**

PHYSICAL ABUSE:

Is actual or attempted physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

- Unexplained injuries or burns (particularly if they are recurrent)
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Fear of parents being contacted
- Withdrawal from physical contact
- Fear of returning home
- Fear of medical help
- Aggression towards others
- Self-destructive tendencies

EMOTIONAL ABUSE:

Failure to provide for the child's basic emotional needs such as to have a severe effect on the behaviour and development of the child. This includes conveying to children the feeling that they are worthless or unloved.

- Physical/mental/emotional developmental lags
- Admission of punishment which seems excessive
- Over reaction to mistakes
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (eg, rocking, thumb sucking etc)
- Fear of parents being contacted
- Self-mutilation
- Extremes of passivity or aggression



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SEXUAL ABUSE:

Where a child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) – including organised networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

Signs and Symptoms:

- Age-inappropriate sexual knowledge, language, behaviours
- Loss of appetite or compulsive eating
- Regressive behaviours such as thumb sucking, needing previously discarded cuddly toys
- Becoming withdrawn, isolated
- Inability to focus
- Reluctance to go home
- Bed-wetting
- Drawing sexually explicit pictures
- Trying to be 'extra good'
- Over-reacting to criticism
- Have outbursts of anger/irritability

NEGLECT:

Refers to persistent or deliberate failure to meet a child's physical or psychological needs eg. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a child's emotional needs.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing



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Procedures and Indicators for Specific Concerns

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

Radicalisation and Extremism

Protecting children from the risk of radicalisation is seen as the schools wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental UAE values.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalized. The school is committed to preventing students from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs by providing



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opportunities through the curriculum to discuss issues of religion, ethnicity, culture and learn how to discuss and debate points of view; and by ensuring that all students are values and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting children and identify individual children who may be at risk of radicalisation.

Any concerns in relation to possible radicalisation is discussed with the child's parents in line with the safeguarding procedures unless we have a specific reason to believe that to do so would put the child at risk.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to external agencies.

Online Safety - E-Safety

We categorise online safety risks into the 3 following areas

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm
-

Through the curriculum we teach students to use the internet safely and how to protect themselves on line

Students are taught about:

- Dangers of the internet
- SMART use of the internet
- Cyberbullying
- 'Stranger danger' i.e. not meeting up with people from the internet
- Using the internet and social networks safely and sensibly
- Judging websites for trustworthiness
- Netiquette
- Piracy (Illegal downloading of songs, games and films)
- Plagiarism
- Online fraud
- Computer/Internet Addictions

E-safety is also taught through assemblies, tackling big issues such as cyberbullying and grooming



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Sexting

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting.'

Young people who share sexual imagery of themselves or their peers are breaking the law. However, the school believes it is important to avoid criminalising young people unnecessarily. Any reported incidences of 'sexting' will be dealt with as a safeguarding concern. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

In deciding the most appropriate response, relevant considerations will include:

- The nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour
- The context of the abusive behaviours
- The child/young person's development, family and social circumstances
- The need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs
- The risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

When concerns are identified, staff will always speak to the children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm.

N.B Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity by under 13 years olds will therefore be referred to the Police.

Viewing the imagery – adults should not view images unless there is good and clear reason to do so. Wherever possible, the DSL's Responses to incidences will be based on what they have been told about the content of the image.



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Deletion of the images – if the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the image. Page Break

APPENDIX B

HOW TO MANAGE A DISCLOSURE

Stay calm

(Don't over-react, however shocked you may be)



Listen, hear and believe

(Listen carefully, take it seriously)



Give time for the person to say what they want

(Don't make assumptions and don't offer alternative explanations, ask questions beginning with Tell me about... Explain... Describe... Avoid 'who, what, when, where' questions)



Reassure and explain that they have done the right thing in telling.

(Do not promise confidentiality; explain that only those professionals who need to know will be informed)



Record in writing as near verbatim as possible and log onto CPOMS.

(Use the child's own words, make your record as soon as possible after the event, so that you don't forget anything, and include information about what action was taken afterwards)



Before you leave the premises ensure you have report the concern verbally to the DSL



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APPENDIX C

INVOLVEMENT OF OUTSIDE AGENCIES

Dubai Foundation for Women and Children (DFWAC)

The first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. It was established in July, 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually and emotionally abused women and children, prevent ongoing abuse and the escalation of violence and promote social awareness through education and outreach.

DFWAC provides:

- A safe shelter
- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email help@dfwac.ae
- Website – www.dfwac.ae

Dubai Police Human Rights Department

24/7 Duty Officer 056 6862121

Latifa Hospital Child Welfare Unit

Tel: 04 2193000

Fax: 04 3241717

PO Box 4115 Dubai, UAE

Working Hours: 24 Hours



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Community Development Authority (Centre)

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened centre under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.