

This policy is written in direct reference to:

1. ADEK Private Schools Policy and Guidance Manual 2014/15 (Policy 3 and 52)
2. UAE Federal Law No.3 of 2016 on Child Rights
3. Federal Law No. 3 of 1987 on Penal Code
4. Current ISP Safeguarding Policies and Procedures

POLICY

All Schools are fully responsible for the care and protection of students whilst they are in the School's care, or travelling to and from the School using School-provided transportation means, and while moving between all activities organised by the School.

Schools must take all possible measures to protect students from any form of exploitation, abuse, oppression and insult and/or any other physical, sexual or emotional threat, danger or harm. All Schools must exercise the utmost care over the security of students in their care.

DEFINITION

For the purposes of this policy, child protection is defined as all those measures, steps and actions that must be taken to avoid subjecting students while at School or outside it, during any School activities and during their transportation to any danger or harm, be it exploitation, violence, physical harm, sexual abuse, any verbal insult, moral threat or harm of any kind. It is every student's right to be in a safe School environment that is free of any form of abuse and that continuously offers care, support and protection to all students without discrimination.

PURPOSE

Protect students and prevent the exploitation, bullying, physical and/or sexual abuse, insult or harm of any other kind which students may face, and to identify those who may have suffered harm.

Protect students and prevent the exploitation, bullying, physical and/or sexual abuse, insult or harm of any other kind which students may face, and to identify those who may have suffered harm.

Promote students' cultural, social, and mental growth to enable them to become strong, self-confident members of society.

The School's Principal shall accept in loco parentis (in the position of a Parent/Guardian) responsibility for all students whilst they are in the School's care, including travelling to and from

Child Protection & Safeguarding

the School using School-provided transportation means, and while moving between, waiting for, and taking part in all activities organised by the School.

It is the duty of staff, teaching and non-teaching faculty, to ensure that every student is safe and secure at all times.

The welfare and safety of our students is a key priority of all staff at all times. Staff need to know how to recognise signs of abuse and how to escalate concerns. They need to be aware of how to minimise the risks of allegations against themselves – particularly since Abu Dhabi does not have the range of external support mechanisms that are found in other developed countries.

Students must feel that they are safe to report any concerns and those concerns will be dealt with efficiently and compassionately. Confidentiality cannot and should not be promised.

This policy is written in compliance with the local requirements of ADEK, HAAD, the Ministry of Interior and the Community Police. The policy is guided by the Federal Penal Code (3) of 1987 which states 'a person who fails to report a criminal offense (neglect or child abuse) is liable to prosecution.

DESIGNATED PERSON/PEOPLE

The designated Safeguarding Leads are:

Craig Halsall (Principal and Designated Safeguarding Lead) with the support of CLT and ELT

The safeguarding team from January 2023:

- Adam Crossley (Designated Safeguarding Lead and Head of Secondary)
- Deputy DSLs: Deputy Head Pastoral (Secondary); Deputy Head (Primary), FS Leads (Early Years).
- DSL line managed by Craig Halsall, Principal.

The role of the Designated Safeguarding Lead (DSL) is to:

- Ensure that all staff who work with children have appropriate training to equip them with the necessary knowledge and skills to safeguard children's wellbeing.
- Ensure training takes place during induction for all new staff entering the school and that refresher courses are conducted annually on an identified needs basis. Staff must sign a register to prove their attendances at these training sessions, which must be filed by the Designated Safeguarding Lead. Ensure staff are aware of all procedures.
- Ensure part-time and volunteers are fully aware of the school's arrangements for safeguarding children.
- Decide upon the appropriate level of response to specific concerns about a child, including whether further action is required about concerns raised.
- Ensure accurate records are kept and stored in a secure place with 'Strictly Confidential' marked across it. Evidence and notes should also be kept.

- Provide guidance to parents, children and staff about obtaining suitable support.
- Ensure that the Principal is kept up to date.

PRACTICE AND PROCEDURE

All staff should make themselves aware of the signs of abuse and neglect both at home and at school. They should then follow the procedure of reporting those concerns or suspicions to the designated contact in school. If a member of staff is concerned about a child, they must inform the Designated Safeguarding Lead. The member of staff raising the concern must record information regarding the concerns on the same day. The recording must be a clear, precise and factual account – see Appendix A – record of concern.

- The Designated Safeguarding Lead reports to the principal if the case is determined to be of concern.
- The Principal makes a report to ADEK (who will inform the police) within 24 hours in the event that a child is in immediate danger, the Principal should call the Police directly (999)
- Government Authorities will conduct an investigation and action will be decided upon 4. Social Support Services – may become involved to support the child and family.

Note: No child can be released to the Police without ADEK letter of approval

ADEK Child Abuse Reporting Hotline contact number: 116111

ADEK will provide answers to questions about child abuse and neglect, how to report and if a reporter wishes to make an anonymous report.

Ministry of Interior (MOL) – Child Protection Centre 02 333 3999

The Ministry will provide answers to questions about child abuse and neglect, how to report and if a reporter wishes to make an anonymous report.

Ministry of Interior (MOL) – Social Support Centre 02 657 3666

For answers to questions about child abuse and neglect, how to report and accessing support for families.

PREREQUISITES FOR THE DESIGNATED SAFEGUARDING LEAD

The designated person in school will have a knowledge and understanding in both recognising and acting upon child protection matters reported to them by staff, parents and / or students.

Appropriate training by the MOL (or prior training) must be given or have been given to the designated contact in school.

SCHOOL PROCEDURES: STAFF RESPONSIBILITIES

All staff must have a recent 10 year police check from their home country or the UAE.

All staff must sign that they will not inflict any form of corporal punishment.

All staff must be aware of the school policy regarding bullying which can be found in the teachers Handbook. They must also be fully conversant with the Child Protection Policy.

SCHOOL PROCEDURE: SCHOOL RESPONSIBILITIES

RBS will only allow staff to work with children after they have presented a recent and valid 10 years' police check.

RBS will only allow staff to work with children after they have signed to say they will not inflict any form of corporal punishment onto children.

Outsourced bus drivers and catering staff will have to be checked by their company and evidence provided to the school. They must also provide evidence that their staff have had appropriate training for keeping children safe and out of danger.

Similar checks will be expected to be made on all visitors who may from time to time visit school e.g. authors, theatre groups, university representatives and sporting celebrities.

These will have to provide ADEK authorisation prior to visiting school. Where upon inspection or the intervention of ADEK finding any areas of weakness with our policy then the document will be amended as soon as possible taking into account the advice that has been given.

Process to report a suspected case of abuse and/or neglect in Reach British School:

1. Recognise – See Appendix C
2. Document (No copies should be made) - See Appendices A and B
3. Report to Safeguarding Lead – Handover of documentation (Only original)
4. Safeguarding Lead investigates and action next steps
5. Process to report a suspected case of abuse and/or neglect in Abu Dhabi schools:

WHEN TO BE CONCERNED: RECOGNISING ABUSE

All staff and volunteers should be aware that the main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect – *this is the most prevalent form of abuse*

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

caused when a parent or care feigns the symptoms of, or deliberately causes ill health to a child in their care. Fabricated Illness also referred to as Induced Illness (FI) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

EMOTIONAL ABUSE is the persistent emotional ill - treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may mean conveying to a child that they are unloved, worthless, and inadequate or valued only in so far as they meet the needs of another person. It may feature expectations which are age or developmentally inappropriate being imposed on a child. It may involve a child feeling frightened or in danger, or exploitation or corruption of a child or children. The child may be prevented from expressing their views, silenced or made fun of in what they say and how they say it. Special attention should be given towards excessive use of the internet as this is a source of emotional abuse – particularly cyber-bullying.

SEXUAL ABUSE involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include penetrative or non - penetrative acts. This may include non-contact activities such as looking at or watching pornographic material. It may also involve the encouragement of children to behave in sexual inappropriate ways. Child Sexual Exploitation (CSE) is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money or affection.

NEGLECT is the persistent failure to meet a child's basic physical and/or physiological needs. The likely result is the serious impairment of the child's health and development. This may include the failure to provide adequate food, shelter and clothing, failing to protect the child from physical harm or danger, or failure to ensure access to proper medical care or treatment.

Specific Safeguarding Issues

There are specific safeguarding issues that can put children at risk of harm (listed below), all areas will be covered in ISP initial training courses and must be included in annual refresher training or during a safeguarding training programme delivered throughout the school year. This helps to ensure all employees are aware of the signs and indicators of these specific issues to enable early intervention support to be put in place within schools or referrals made to specialist outside agencies.

PEER ON PEER ABUSE is a form of abuse that occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes bullying, cyberbullying, sexual violence, harassment and sexting. It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate.

Sexual violence and sexual harassment

This can occur between two children of any age and sex, from primary through to secondary stage. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All employees must maintain an attitude of 'it could happen here'. Any report of peer-on-peer abuse should be taken seriously. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Sexting

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages.

Sexting may also be referred to by students as trading nudes, dirties or pic for pic.

There are many reasons why a student may want to send a naked or semi-naked picture, video, or message to someone else:

- They may find it difficult to say no if somebody asks them for an explicit image, especially
- If the person asking is persistent or has groomed the child to gain their trust.
- Joining in because they think that 'everyone is doing it'.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.

Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts.

Learning and support can be a more beneficial way of tackling sexting. Employees must report any incident of sexting to the DSL on the school concern form.

Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School employees, however, are well placed to observe children day-to-day and identify those whose

behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that employees are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If an employee has a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by capturing the concern on the school's concern form and speaking to the Designated Safeguarding Lead or a deputy.

Self-Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion.

This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

If an employee suspects that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved and their Parents/Carer's to agree a course of action or referral to an organisation that may be able to support the student.

Radicalisation and Extremism

Children can be vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, employees should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

ISP values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with through the procedures set out in this document i.e., concerns and signs of FGM must be reported to the DSL.

FGM is potentially damaging to children both emotionally and in terms of health issues and is in breach of a number of articles under the UN convention on the rights of the child. It is illegal in 26 countries across Africa and the Middle East, as well as in 33 other countries including the United States of America and the UK.

We recognise that this is cultural practice in some countries and not always seen as abusive. While not condoning the practice, we need to be aware of the sensitivities surrounding it and always act in the student's best interests.

Forced marriages (FM)

A Forced marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g., threats, physical violence, or sexual violence) or emotional and psychological pressure (e.g., if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

Children missing from education

All employees should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Employees should be aware of their school's attendance policy and unauthorised absence and children missing from education procedures.

Domestic Abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery,

servitude, forced criminality and the removal of organs.

SIGNS OF ABUSE

All staff including volunteers should be alert and aware of all possible signs of outward signs of abuse. The NSPCC includes the following identifiers of abuse in the list below. Students may exhibit one or more of the following:

- Sudden changes in behaviour both in and out of class that may result in a poorer attitude or academic performance.
- An air of 'detachment' or 'don't care' attitude. Overly compliant behaviour. Anxiety and low esteem.
- Depression and withdrawal.
- Reverting to younger behaviour.
- Running away from home and suicide attempts.
- Relationships between child and adults which is secretive and excludes others. Eating problems, including over-eating, loss of appetite.
- An injury that cannot be explained or that is covered and kept secret. This will not be a typical bump or bruise associated with everyday activities. Teachers of PE, dance and swimming must be particularly vigilant.
- Frequent (minor) injuries of similarity even if a reasonable explanation has been given.
- Self-inflicted wounds.
- Lingering illnesses, deterioration of school work, changes of behaviour or aggression.
- Disturbed sleep, nightmares, bed wetting.
- A child who is reluctant to go home or who is kept at home for no apparent reason. Appear frightened of the parent /s or other household members e.g. siblings, drivers, nannies.
- Act in a way that is inappropriate for his / her age and development e.g. a child having sexual knowledge beyond their age or sexual behaviour which is inappropriate for their age like playing aggressive or inappropriate games / sex play.
- Display insufficient sense of 'boundaries' or lack stranger awareness.
- Appear wary of adults and display 'frozen watchfulness' – not trusting of adults – particularly close ones.
- Children who are dirty, smelly, poorly clothed or who appear underfed.
- Tummy pains with no medical reason.
- Pregnancy.
- A student who wants to describe an experience in confidence where they have been significantly harmed.
- Staff should also be mindful of unexplained absence or a pattern to absence. For further information, see Appendix C.

Where the School uncovers a case of severe abuse to a student outside of School, it must take the matter seriously and follow up the case with the social worker. Schools shall take the necessary steps to protect the student, including by communicating with the Parent/Guardian to discuss the matter, or by forwarding the case to the relevant official entities in the UAE (social support institutions).

HOW TO DEAL WITH A DISCLOSURE

If a child discloses that he / she has been abused in some way, the member of staff should:

- Listen to what is being said without any emotion or promises but reassure them ` some action and follow up will be made
- Always accept what is being said in the first instance
- Try not to interrupt the student – let them talk freely
- Reassure the child, but do not make promises which might not be possible to keep
- Do not promise confidentiality
- Reassure the student that it is not their fault and state that they were correct in talking about the incident(s)
- Listen rather than ask questions, let the student use their own way and words to describe the incident
- When questions are used – ensure they are clarifying questions and use only where necessary
- Do not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told, again reassure the student that they are going to be safe

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ASSESSMENT AND RECORDING

- Make notes as early as possible AFTER the conversation.
- Do not destroy any original notes or evidence that the student has given you as this may be needed in court, or by the Police.
- Record the date, time, place and any non-verbal behaviour. Write the words used by the student and not your interpretations.
- Record on a body map the site of any injuries and their description – where applicable
- Record statements and observations, not interpretations or assumptions
- Pass the information to the Designated Safeguarding Lead without delay – NO COPIES SHOULD BE RETAINED by the member of staff. See Appendix A & B
- Do NOT tape-record or video record the child – this is not an interview.
- Do NOT take photographs – even if the intention is good – this is a violation of privacy.
- Marks to the body should be identified on a body map (kept in the nurse's room).

What will happen next?

The Designated Safeguarding Lead will then discuss the matter with the Principal who will then report the matter to ADEK within 24 hours. Depending on the severity of the case, the school

may then need to report it to the Higher Committee of Child Protection.

There is a Family Protection Centre opened by HH Sheikh Fatema Bint Mubarak which provides advice and counselling, medical, and psychological checks as well as follow up. It provides accommodation for abused women and children.

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff and volunteers in school.

All staff, including teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals where appropriate.

If a child confides in a member of staff / volunteer and requests that the information be kept secret, it is important that the staff member / volunteer explains that this cannot be promised as they may need to pass on the information to other adults to help keep them safe.

Staff / volunteers who receive information about children and their families in the course of their work should share the information only within appropriate professional contexts.

The School shall provide counselling and School support services, enabling students to have access to a trusted professional counsellor, or a social worker, or someone in an equivalent position.

ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff / volunteer may have:

- Behaved in a way that has, or may harm a child
- Possibly committed a criminal offence against / related to the child
- Behaved toward a child or children in a way which indicates he / she could pose a risk of harm if they work regularly or closely with children
- Allegations against any member of the school staff should be reported to the Principal
- Allegations against the Principal must be reported to the Regional Managing Director.
- Any member of staff who has reason to suspect that a child may have been abused by another member of staff at school or elsewhere must report it immediately to the Principal.

A record of the concern must be made along with any other witnesses. This should include the time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.

The Principal may decide to report the case to ADEK if it is warranted. This must be done within 24 hours and the member of staff may be suspended pending an investigation.

After an internal investigation the member of staff may be deemed unsuitable for the position that they hold and this may result in the dismissal of the member of staff. In the case of a teacher it may result in the ADEK approval to teach within the UAE being terminated.

GUIDELINES FOR STAFF

These guidelines are intended to protect staff, volunteers and students. The following list suggests ways to minimise the risk of allegations against staff and volunteers.

DO NOT let suspicion, disclosure or allegations of abuse go unreported. Do provide access for students to talk to you about concerns that they have.

Recognise caution is needed on matters of abuse, bullying and bereavement.

On residential trips, students and staff **MUST** have separate sleeping arrangements.

students should also be separated by gender.

- Avoid situations that may compromise your relationship with students.
- During sport or other contact teaching, recognise and be aware of the need for physical contact – it should only be used to develop skills or for safety.
- In FS – be mindful of helping children especially in the toilet – ensure the door is ajar and if possible ensure another member of staff is in close proximity.
- Staff are advised to avoid transporting a single student in a vehicle unless accompanied by a member of staff or in case of an emergency.
- Remember that someone else may misinterpret your intentions no matter how well intentioned.
- Do not jump to conclusions without checking the facts.
- Do not have inappropriate physical or verbal contact with students. Avoid suggestive remarks or gestures, even in fun.
- If it is necessary to talk or listen to a student with concerns, then inform another member of staff and have them nearby - do not close the door of the room.

(Refer to RBS Whistleblowing Policy for further detailed information)

FEDERAL LEGISLATION AND MANDATORY REPORTING

Any incidents of child neglect, harm or abuse must be reported. It is a legal and moral obligation to do so.

The Federal Penal Code (3) 1987 has specific articles related to the different forms of abuse:

Physical Abuse: 336, 337, 38, 339, 341, 342, 343

Emotional Abuse: 351, 352, 372, 373, 374

Sexual Abuse: 354, 356, 358, 362, 363, 364,

Neglect: 348, 349, 350

OTHER GUIDELINES AND PROCEDURES INTENDED TO KEEP CHILDREN SAFE AND PROTECTED:

Lost Child Procedure

One of the most worrying aspects of a day in school is a 'lost child' both for the child and staff and this can be terrifying for parents. In order to minimise the possibility of losing a child ALL staff need to be vigilant in maintaining a check of children in their care. This means in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place. The practice will ensure that if a child should go missing then the loss will be quickly discovered and action can be taken.

In the event of a missing child, the loss should be immediately reported to the Principal or to a senior member of staff who will then direct the course of action.

This will include some or all of the following:

1. Alert other staff and deploy for a search keeping cover of remaining children.
2. Question children and then conduct a search of buildings and outdoor areas.
3. Parents should be informed if the child is not found within 15 minutes.
4. Keep searching with as many adults as possible and update using mobile phones.
5. As a last resort and with consent of parents, call the police.

Late Collection Procedure

If a child is not collected at the end of the normal working day, they remain OUR responsibility until alternative arrangements have been made. Children will be supervised in school 45 minutes before school starts and 90 minutes after school finishes.

Each situation will be different and staff need to act with initiative but the following procedure is likely to be best practice. SAFETY COMES FIRST.

1. Allow 15 minutes leeway for traffic delay or other lateness.
2. After 15 minutes (2:45 pm) take the child (ren) to the designated waiting area – canteens for primary and secondary students and a designated late room in FS - where an adult /s will be on duty.
3. At 3 pm primary and secondary students should be escorted to the main reception. Call the parents / collecting person. Keep trying until contact is made.
4. The child should not be left alone and should be reassured that a solution will be found. 5. Under no circumstances must a child be allowed to go with another person/parent without the consent from the child's own parent or from the Principal or Vice Principal 6. The secretary must make a record of who is collected late. This is important for tracking parents who are frequently

late.

Late Collection from after-school activities

Those in charge of after school classes or team sport at different venues are responsible for the care and safety of each child until they are dropped at home or collected from school.

A register should be taken at the start to account for students' presence. Under no circumstances may a child be left on their own.

In the event of a child not being collected then the teacher / activity leader must take the student to the main reception (primary and secondary) so a call can be made home. In FS, the child is taken to the receptionist who calls home. A record of lateness must be kept.

Children being dropped before school opening time

Although we will discourage parents from dropping their children early some will do this because of work commitments and other factors. We will place a teacher on duty for the safety of our students from 7.15 am in primary and secondary school and from 7:30 am in FS. Students in primary and secondary can enter school at 7:10am and they must stay in the playground area where security staff supervise them.

Intimate Care for Children

1. Children do occasionally have accidents or injuries which necessitate some intimate care. It is important to give consideration to two factors when dealing with these situations.
2. Respect the privacy of the child.
3. Be aware of the vulnerability of the member of staff assisting the child.

The following takes both these factors into account:

1. The practitioner dealing with the incident should inform another adult.
2. Leave doors slightly ajar, but closed enough to give as much privacy as possible.
3. Try to arrange for other children to use an alternative toilet area.
4. Wear disposable gloves.
5. Ask the child to remove soiled garments, give help if necessary due to age.
6. Use sealed wipes, disposable flannel, antibacterial soap to wash children avoiding intimate contact.
7. Use a towel to dry the child, again avoiding any intimate contact, the towel must be sent to be laundered after use.

8. Rinse off soiled clothes then place them into a plastic bag ready for the parent or carer to collect.

9. If required, a set of dry clothes and disposable underwear can be collected from the nurse's room

If this situation happens frequently with the same child, it would be appropriate to discuss toilet training with the parents so routines can be the same at school as well as home. A few days at home may be needed to reinforce the regularity of this process.

(Refer to RBS Intimate Care Policy for further detailed information)

RESTRAINT OF STUDENTS

What is physical restraint?

Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will

Physical restraint does not include gentle prompting or guidance where the child is happy to comply in order to enjoy an activity. Physical restraint may be appropriate in certain situations e.g. a gymnastic lesson, first aid, or offering comfort. Staff should still be aware of the child's perception of this action.

Physical restraint is a procedure for dealing with an unsafe or crisis situation. It must not be used as a punishment nor when a lesser response would have been an effective response to the situation. Deliberate use of physical contact to punish a student, cause pain, injury, or humiliation is unlawful, regardless of the severity of the behaviour or provocation leading up to this action.

The use of physical restraint

Restraint should only be used in circumstances where there are good reasons for believing that the student is placing him/herself or other people in danger or where there may be significant damage to property.

If we are aware that a student is likely to behave in a way that he/she may need restraining, then it will be sensible to plan how we respond to that situation. This action should be shared with parents and all members of staff. A plan of action should be made so everyone is aware of how to behave during the process, who to contact and how to resolve the situation in the best possible way without causing injury or humiliation.

Types of restraint

Restraint occurs whenever a member of staff, using intentional force, physically restricts a student's movement against the student's will. This may mean restraining a student or moving him/her by physical means.

Restraint can be:

Partial, restricting and preventing a particular movement. This may be applied in different degrees, it may mean moving a student from imminent risk in order to prevent injury and after a reasonable verbal request has been made. It may mean holding a pupil to restrict movement e.g. arms. It could also mean restricting their movement in a confined space eg an office.

Total, as in the case of complete immobilisation. This is where a pupil is held in such a way which prevents movement. This could mean a pupil being held on the floor. This is an extreme form of restraint and must only be used in exceptional circumstances where they or others were at risk.

Restraint occurs whenever a member of staff, using intentional force, physically restricts a student's movement against the student's will. This may mean restraining a student or moving him/her by physical means.

Staff should be aware that for some students, the use of physical restraint may act as positive reinforcement for their behaviour.

If staff use physical force to restrain a student, then the incident must be recorded in writing and the Principal informed so he can inform the parents before the end of the school day.

(Refer to Physical Intervention Policy for further detailed information)

SCHOOL CONTACTS

Craig Halsall (Principal)

chalsall@reachbritishschool.com

Contact number: Tel: +971 (0)2 582 2030

(Ext 201)

Adam Crossley (HOS and Designated Safeguarding Lead)

acrossley@reachbritishschool.com

Contact number: Tel: +971 (0)2 582 2030

(x228)

OUTSIDE CONTACT DETAILS

ADEK Regional Office 02 6903219 (Mrs Mariam Al Neyadi)

APPENDIX A

Concern Form		
<p>If you have any concerns about a child, please complete this form and hand it in to the Safeguarding Lead</p>		
Name of Child:		
Date:		
Form completed by:		
Details of concern / record of conversation / disclosure		
<i>Include any response you gave to the child if appropriate</i>		
Siblings in the school		
Name	Class	Age

Concern: Follow Up Action

Name of Student:	Completed by:
Date:	Signature:

APPENDIX B


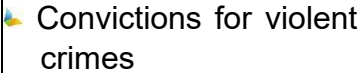
Early Identification of abuse

The following table is to be issued to all new and existing teaching and non-teaching staff as part of the training on the recognition of any possible forms of abuse:

Type of abuse/ neglect	Physical evidence	Behavioral Indicators	Indicators in the parent
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Child Protection & Safeguarding

<p>Physical Abuse</p>	<p>Unexplained bruises or welts:</p> <ul style="list-style-type: none"> On face, lips, mouth. On torso, back, buttock, thighs. Injuries in various stages of healing. Bite marks. <p>Unexplained burns:</p> <ul style="list-style-type: none"> Cigar, cigarette burns Immersion burns Burns with patterns: irons and other electric burners. Rope burns on arms, legs, neck or torso. <p>Unexplained fractures</p> <ul style="list-style-type: none"> To the skull, nose, facial structure. Various stages of healing. Multiple or spiral fractures. <p>Unexplained lacerations and abrasions:</p> <ul style="list-style-type: none"> To the mouth, lips, gums, eyes. 	<p>Wary of adult contacts.</p> <ul style="list-style-type: none"> Apprehensive when other children cry. <p>Behavioural extremes:</p> <ul style="list-style-type: none"> Aggressiveness Withdrawal Overly compliant Afraid to go home Reports injuries from parents Is anxious about normal activities, e.g. napping Complaints of soreness and moves awkwardly. Destructive to self and others Early to school and lingers later after school Accident prone Wear clothing to cover your body when inappropriate. Chronic runaway (especially teens) Shies from physical contact 	<ul style="list-style-type: none"> May have injuries themselves suggesting possible domestic violence Not seeking medical help / unexplained delay in seeking treatment Reluctant to give information or mention previous injuries Absent without good reason when their child is presented for treatment Disinterested or undisturbed by accident or injury Aggressive toward child or others Unauthorised attempts to administer medication Tries to draw the child into their own illnesses Past history of child abuse, self-harm, summarizing disorder or false allegations of physical or sexual assault Parent may be over involved in participating in medical tests, taking temperatures, measuring bodily fluids Overly / intensely involved with their children May appear unusually concerned about the results of investigations which may indicate physical illness in the child
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	<div>  </div> <div> <div>Poisoning</div> <div>Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of the parent or career, but it may be self-harm, even in such young children.</div> </div>		<div>  </div>
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Child Protection & Safeguarding

<p>Sexual Abuse</p> <p>*Including Female Genital Mutilation (FMG) and Child Sexual Exploitation (CSE)</p>	<p>Distended stomach or emaciation</p> <ul style="list-style-type: none"> Difficulty in walking and sitting. Torn, stained or bloody clothing. Pain or itching in genital area. Bruises and bleeding in genital area. Venereal diseases. Frequent urinary or yeast infections 	<p>Constant absence from school</p> <p>Unwilling to participate in certain activities</p> <ul style="list-style-type: none"> Reluctant to undress for PE Sudden drop in school performance Withdrawal, fantasy, or unusually infantile behavior Crying with no provocation Bizarre, sophisticated, or unusual sexual behavior or knowledge Anorexia Sexually provocative Poor peer relationships Reports sexual assault by caretaker Poor self-image, self-hatred Suicide attempts (especially adolescents) or self-harming Chronic runaway 	<p>Comments made by the parents / career about child</p> <ul style="list-style-type: none"> Lack of sexual boundaries Wider parenting difficulties or vulnerabilities Grooming behavior Parent is a sex offender
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Child Protection & Safeguarding

<p>Emotional Maltreatment</p>	<ul style="list-style-type: none"> Speech disorders Lags in physical development Failure to thrive (especially infants) Asthma, severe allergies or ulcers Substance abuse Self-harm 	<ul style="list-style-type: none"> Over-reaction to mistakes Fear of new situations Antisocial, destructive etc. Neurotic traits – rocking, hair twisting, thumb sucking, biting (habit disorders) Fear of parents being contacted Behavioral extremes – passive / aggressive Early adaptive behavior (too adult or infantile) Developmental lags Delinquent behaviour e.g. compulsive stealing Social isolation – has few friends and doesn't like to join in Poor peer relationships including withdrawal 	<ul style="list-style-type: none"> Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse Abnormal attachment to child e.g. overly anxious or disinterested Scapegoats one child in family Imposes inappropriate expectations on child – prevents developmental exploration or learning, or normal social interaction through overprotectiveness Wider parenting difficulties may be associated with this form of abuse
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Child Protection & Safeguarding

Physical Neglect	<p>Consistent hunger, poor hygiene, inappropriate dress.</p> <ul style="list-style-type: none"> Consistent lack of supervision, especially in risky activities or long periods. Unattended physical problems or medical needs. Abandonment Continual Lice infestation 	<p>Begging or stealing food Constant fatigue, listlessness or falling asleep</p> <ul style="list-style-type: none"> States there is no caretaker at home Frequent school absences or tardiness Destructive 	<p>Dirty, unkempt presentation Inadequately clothed Inadequate social skills and poor socialization</p> <ul style="list-style-type: none"> Abnormal attachment to the child e.g. anxious Low self-esteem and confidence Failure to meet basic needs – food, shelter, warmth, hygiene, clothes Failure to meet the child's health and medical needs e.g. poor dental health Leaves child alone for excessive periods of time Leaves child with adults who are harmful e.g. violent or potentially harmful e.g. intoxicated Wider parenting difficulties
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*(Adapted and adopted from Cynthia Crosson Tower, Child Abuse and Neglect;
A Teachers Handbook for Detection, Reporting and Classroom Management)*

Child Protection Policy: Updated on 28.08.2024 Next Review: 27.08.2025