

1. Policy Statement

Amity International School believes that all children have a right to be safe, protected from abuse and able to flourish in their learning. Our prime concern must be the interests and safety of the child. All staff have a pastoral duty towards all pupils. Amity strives to create an environment in which pupils feel secure, safe and valued and in which they are listened to and taken seriously.

The needs of pupils are paramount and underpin all our work. Staff have a central role both in the initial identification of possible abuse and in monitoring the development and progress of pupils who have been identified as being at risk of significant harm.

This policy provides all staff with the necessary guidance for ensuring all pupils are safe whilst in our care. It also informs parents and guardians how the school will safeguard pupils.

The school endeavours to work openly with parents/guardians whenever this is possible, however the school does reserve the right to contact the Police directly, without informing parents/guardians if this is deemed in the pupil's best interests.

2. Aims

The aims and purpose of this policy is to:

- To safeguard and promote the welfare of pupils in compliance with the United Arab Emirates Federal Law No. 3 of 2016 concerning child rights, which stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination. The law protects children against all forms of negligence, exploitation, physical and psychological abuses. It is now mandatory to report suspected cases of abuse and non-reporting is a criminal offence.
- To ensure that appropriate action is taken where it is alleged that a child is suspected of being abused, or is actually being abused. The problems of identifying and dealing with child abuse can only be tackled effectively when all concerned have a heightened awareness of the subject. Once child abuse is suspected the aim should be to minimise the damage to the child and promote recovery.
- All staff are responsible for providing a safe and secure environment for pupils to learn and flourish.

3. Practice and Procedure

The needs of pupils are paramount and underpin all our work. In the event of a disagreement regarding the rights of the parent or pupil, the pupil's welfare must be paramount.

Staff have a central role both in the initial identification of possible abuse and in monitoring the development and progress of children who have been identified as being at risk of significant harm.

All staff should report any suspicions or concerns to the Designated Safeguarding Leads and necessary paperwork completed in a timely manner and recorded on Isams Wellbeing Manager

The Designated Safeguarding Lead, with the knowledge and skills in recognising and acting upon safeguarding concerns is the first point of contact for staff and parents.

Designated staff receive appropriate safeguarding training.

All staff undertake annual safeguarding and child protection training.

The school follows safe recruitment procedures (including annual local police checks and UK ICPC police check when required). All full, part, peripatetic, support or volunteer staff are security checked prior to employment.

The Board of Governors along with the School Principal and other SLT members will undertake an annual review of the school's Child Protections and Safeguarding procedures.

3.1 Designated Safeguarding Team

The Designated Safeguarding Team across school are:

- Elizabeth Clancy / Deputy Head – Pastoral
- Hayley Mason - Lower Primary Deputy Head
- Ondine Ullman – Upper Primary Assistant Head
- Guy Schooley – Deputy Head – External Relations

They work together to support our students and keep them safe. They also report and discuss different incidents with the school safeguarding team when relevant, which includes:

- Adrian Frost / School Principal
- Dr Bushra Foroodian / Vice Principal and Head of Secondary
- Julie Engles / Head of EYFS and Lower Primary
- Michelle Nayler / Head of Upper Primary

- Gary Willis / Deputy Head of Co-Curriculum
- Alexandra Brooks / School Counsellor
- Teddi Rawlinson / School Counsellor
- Hayssen Arce / School Nurse

The main tasks of the DSL team are to:

- Maintain accurate and secure child protection records, marked 'strictly confidential'
- Monitor attendance and development of children who are at risk
- Ensuring that all relevant information about a child is disseminated to appropriate staff within the school
- Ensuring complete records are sent to receiving schools, whether a child changes as a natural progression or for any other reason
- In consultation with the Principal, referring an alleged case of child abuse to ADEK/Police for further support and guidance
- Ensure the Principal and relevant Heads of School are informed of any concerns
- Ensure all staff are aware of the DSL and their role/contact details
- Ensure staff are aware of procedures
- Ensure safeguarding policies are adhered to throughout the school
- Ensure appropriate training and support is given to staff
- Decide whether to take further action about concerns
- Provide guidance and information to parents
- Provide information to pupils about 'keeping safe' and to ensure pupils are aware of relevant staff
- Inform parents of any concerns and work in partnership, unless this would place the pupil at greater risk
- The Safeguarding team meets fortnightly and informs Heads of School/the Principal of safeguarding concerns
- Develop effective links with the police and MoI – CPC

3.2 All Staff

Each individual teacher will:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to

- record any concerns over the welfare of children in their class, (facts not opinions or interpretations) See Appendix A form
- inform the DSL if any form of Child Abuse is suspected. They in turn will inform relevant parties.
- if appropriate, communicate concerns to other adults working with the child
- integrate child protection issues into relevant teaching and learning to help children protect themselves.

All staff will:

- communicate **any** concerns to the Principal and Designated safeguarding team who will subsequently keep relevant written records of concerns in a locked filing cabinet, even where there is lack of evidence
- respect the confidentiality of all concerned regarding the welfare of children
- respect children as individuals and engage them in conversations
- cooperate as required with enquiries from relevant agencies regarding child protection matters

3.3 Reporting procedures

Is the safeguarding concern in relation to an adult working within the school?



Yes

Inform the Principal immediately

If the Principal is not available inform the

Vice Principal

Do not discuss with any other member of staff

All concerns should be recorded on the same day, using the appropriate recording form. The DSL, in consultation with the Principal, will decide whether the concern should be reported to ADEK and referred to the police (11611)

No

Inform DSL immediately

Do not discuss with any other member of staff

3.4 Training

All teaching staff, including Teaching assistants, Support staff, Bus Supervisors, Drivers and Administration staff receive annual training on the signs and symptoms of abuse as well as the policy and procedures with Amity School. This will be repeated on a yearly basis.

The DSL team have all received advanced Level 3 safeguarding training

All teaching staff are required to complete the EduCare online Child Protection in International Schools 5 module course and subsequent annual 3 module refresher courses

3.5 Recognising Child Abuse

3.5.1 Definitions of Child Abuse

Child abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

Children may be abused or neglected through the infliction of harm, or through the failure to act to protect harm.

There are four broad categories of abuse which are generally recognised

- Neglect: failure to meet a child's basic physical and emotional needs
- Physical abuse: causing injury or suffering to a child
- Sexual abuse: involvement of a child in sexual activity, including access to pornography
- Emotional abuse: persistent emotional ill treatment of a child

These categories overlap and an abused child does frequently suffer more than one type of abuse.

Signs may include:

- An atypical injury/ an injury which is not consistent with the explanation given
- Frequent injuries – even when apparently reasonable explanations are given
- Sudden changes in behaviour, performance or attitude

- Knowledge of sexual matters beyond what would normally be age appropriate
- Sexual behaviour that is unusually explicit or age inappropriate

Staff should be aware of safeguarding challenges which may exist for pupils with SEND and more vulnerable pupils who may not be able to communicate the situation effectively

3.6 Dealing with a Disclosure

3.6.1 How to react when a child wants to talk about abuse

Staff should:

- Accept what the child says
- Reassure the child s/he was right to tell you and that you believe the story
- Keep calm and listen. Listen and allow for silence and pauses.
- Be honest
- Let the child know you may need to tell someone - don't promise confidentiality
- Let the child know that even when s/he has broken a rule, s/he is not to blame for the abuse
- Be aware that the child may have been threatened
- Never push for information
- Let the child know what you are going to do next and that you will let him/her know what happens
- Immediately refer to the Designated Safeguarding Lead
- Make accurate, factual, signed, dated and timed written notes as soon as possible of what was said, observed and done. ([See Appendix 7.1](#))
- Record on a body map the site of any injury

Staff must not:

- Question children/ask leading questions
- Suggest alternatives to what a child has said
- Get the child to write about, or depict their experience in some other way
- Question parents (or inform them of the referral in cases of sexual abuse or other complex cases)

- Question potential witnesses
- Conduct medical examinations
- Delay referral
- Destroy any original notes in case they are needed by a court

3.7 Allegations against staff

All who work for Amity are prohibited from applying more than specified types and levels of restraint to those children for whom they are professionally responsible.

Positive restraint and handling should only occur when there is a risk of pupil injury to themselves and others, damage to property or from causing disorder.

Volunteers who work with children are also expected to maintain standards of conduct comparable to those prescribed for colleagues in paid employment.

All complaints against staff will be fully investigated by the Principal and appropriate team members. Please see complaints policy.

Enquiries will be conducted in the strictest confidence so that information can be given freely and without fear of victimisation and in a way that protects the rights of staff and children.

In the case of serious allegations it is likely to be necessary to suspend the member of staff immediately until the investigation is concluded, in other cases it may be appropriate to modify the individual's duties to ensure they are not left unsupervised to care for children. We will refer to ADEK guidelines in these situations.

It is important in dealing with allegations of child abuse for there to be the fullest co-operation possible between all concerned.

3.8 Whistleblowing – Letting people know

Young children especially cannot be expected to always raise concerns about the behaviour and actions of an adult who they work with in school.

It is important that an atmosphere is created in school where it is acceptable to raise concerns. This should be encouraged from both staff and children. Concerns that are raised should be taken seriously and acted upon. Details provided and decisions made should be recorded and filed.

All staff should therefore be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

3.9 Guidelines for Amity International School Staff

Anybody who works in an education setting has a duty to protect the welfare of children who attend. This applies to governors, Principal, Head of School, Designated Safeguarding Leads (DSLs), teachers, teaching assistants, catering staff, and anyone else who spends time with children.

It's widely accepted that, because those who work in education have daily contact with students, they are well-placed to identify and recognise when there's a potential issue. Because of this, it's crucial that you understand your responsibilities and the role you play in safeguarding.

Do's:

- Do tell another adult if you are going to be in a situation where you are alone with a child.
- Do leave the door open and situate yourselves where you can clearly be seen by others passing by.
- Do make pupils aware of the fact that you are legally required to inform the school's DSL if a pupil discloses sensitive information to you.
- Inform management immediately if you feel that a pupil (or pupils) are placing you in a compromising position.
- Do get another member of staff in the room (by sending a child to the departmental or main office) if a difficult situation arises, such as pupils physically fighting. They can deal with the situation more safely as a permanent member of staff and also act as a witness to events.
- Do inform a member of staff should a child leave your classroom unexpectedly.
- Do ensure you are aware of any pupils who may have specific health concerns such as diabetes, asthma or epilepsy, and what is the appropriate procedure to be followed in such cases.

- Do familiarise yourself with the school's 'Behaviour Policy', or ask a senior member of staff the correct procedure when encountering disruptive behaviour.

Dont's:

- Do not let suspicions go unreported – if in doubt, report
- Do not transport a single child in a vehicle, except in the case of an extreme emergency
- Do not jump to conclusions without checking facts
- Do not rely on your 'good name' to protect you
- Do not get yourself into a situation where you're alone with a child.
- Do not hit, grab or push a student (except if a situation occurs where a pupil is likely to cause harm to either him/herself or to others, and even then, only minimum restraint is acceptable if the pupil is not responding to any verbal command).
- Do not behave in a way that might lead to complaints of questionable behaviour (e.g. hugging pupils, allowing younger children to sit on your lap, any physical contact that may be misconstrued).
- Do not take photographs of pupils on your mobile phone or personal camera.
- Do not make contact with pupils outside of the school setting (either online, physical or verbal).
- Do not disclose any of your personal information to the pupils.
- Do not ask pupils for any personal information, unless it is absolutely necessary for school purposes and then ensure it is passed to the relevant school contact as soon as possible.
- Do not use words towards, or in the presence of, children that might be deemed negative, defamatory, or aggressive (e.g. *bad, stupid, shut up*).
- Do not let pupils leave the room without proper permission – written where necessary.
- Do not leave a class unattended.
- **Do not believe 'It could not happen to me' or 'It could not happen here'**

3.10 UAE Support

- Abu Dhabi Social Support Unit: 02 3333999
- MOI CPC Hotline: 116111

4. Associated documents

The Child Protection and Safeguarding Policy should be read alongside the following policies:

- Amity International School Behaviour Policy
- Amity International School Anti- Bullying Policy
- Amity International School Trips Policy
- Amity International School Bus Policy
- Amity International School Counselling Policy
- Amity International School Intimate Care Policy
- Safety and BYOD Policy

5. Monitoring and Review

This Policy is reviewed annually or sooner and ratified by the School Principal and SLT members

Change History Record

| Version No. | Description of Change | Owner | Date of Issue |
|-------------|-----------------------|-----------------------------|---------------|
| 1.0 | Adoption of Policy | Principal | Aug 2015 |
| 2.0 | Revision of Policy | Principal / SLT | Oct 2015 |
| 3.0 | Revision of Policy | Child Protection Officer | Jan 2016 |

| Version No. | Description of Change | Owner | Date of Issue |
|--------------------|--|---|----------------------|
| 4.0 | Revision of Policy | Principal / Child Protection Officer | March 2018 |
| 5.0 | Revision of Policy | Principal / Child Protection Officer | Sept 2018 |
| 6.0 | Revision of Policy | Child Protection Officers | Sept 2019 |
| 7.0 | Revision of Policy | Child Protection Officers/DSL | Jan 2020 |
| 8.0 | Revision of Policy – Adding the safeguarding report form in appendix 1 | Child Protection Officers/DSL | Sept 2022 |

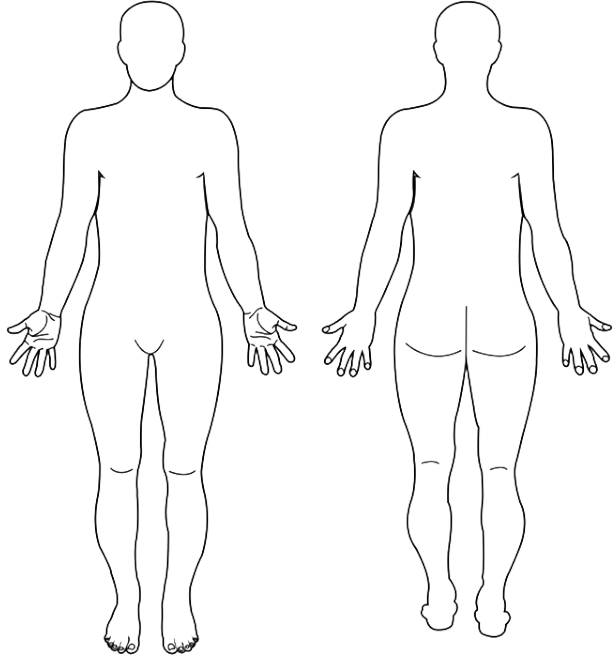
7. Appendix

7.1 Safeguarding & Child Protection Report Form A

| | |
|--|--------------|
| Student Name: | Class/ Form: |
| Date: | |
| Details: | |
| Please record statement of concern/disclosure | |
| Details of Discussion/Observation/Concern: Please keep factual – if you can include direct quotes from student, please show this as a direct quote. Ensure you include if disclosure was overheard / third party information / direct. DO NOT QUESTION OR LEAD THE STUDENT DURING DISCLOSURE. Continue on an additional sheet if needed. | |
| | |

Additional Information:

(context of concern/disclosure/details of any physical and emotional signs/witnesses)



Indication of any markings on body outline:

Next steps/actions/by whom:

Reported by:

Reported to:

Name:

DSL/School Principal/VP:

Designation:

Date:

(Continue on a new sheet as necessary but ensure all sheets are attached)