



CHILD PROTECTION AND SAFEGUARDING
Policy

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CHILD PROTECTION AND SAFEGUARDING POLICY

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Jebel Ali School
CHILD PROTECTION AND SAFEGUARDING POLICY

1. INTRODUCTION

The health, safety and well-being of all students is of paramount importance to all the adults who work in our school. All students have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

In our school we respect our students. The atmosphere within our school is one that encourages all students to do their best. We provide opportunities that enable students to take and make decisions for themselves.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our students make good educational progress.

For the purpose of this policy document the term 'Student(s)' refers to any child registered at the school, including 6th Form students over the age of 18.

The policy is applicable to child protection and safeguarding incidents inclusive of adult to student, and student to student.

The KHDA, as the regulatory body in Dubai, must be informed of cases, and their consent sought regarding decision making.

1.1 Statement of Intent

Safeguarding and promoting the welfare of students is everyone's responsibility. In order to fulfil this responsibility effectively, all staff should ensure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the students.

No single person can have a full picture of a student's needs and circumstances. If students and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Our teaching of personal, social and health education and citizenship, as part of the curriculum, helps to develop appropriate attitudes in our students, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

1.2 Purpose of the Policy

The purpose of this policy is to ensure that all Jebel Ali School (JAS) staff are clear about the actions necessary with regard to a child protection issue.

1.3 Compliance

National laws in the UAE govern any legal action taken in cases of child abuse.

However, staff should know that upon allegation they may also be prosecuted in their country of origin or residency (as in the case of the UK under the Sexual Offences Act 2003).

1.4 Definitions

Safeguarding and promoting the welfare of students is defined for the purposes of this policy as:

- Protecting students from maltreatment
- Preventing impairment of student's health or development
- Ensuring that students grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all students to have the best outcomes.

Abuse: a form of maltreatment of a student (Appendix A). Somebody may abuse or neglect a student by inflicting harm or by failing to act to prevent harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Students may be abused by an adult or adults or by another student or students. Abuse takes a variety of forms:

- **Physical abuse** involves the hitting, shaking or other treatment of a student that can cause actual bodily harm
- **Sexual abuse** involves forcing or enticing a student into sexual activities, whether or not the student is aware about what is happening. This includes non-contact situations, such as showing students pornography
- **Emotional abuse** is the persistent emotional ill-treatment of students, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to students the feeling that they are worthless or unloved
- Students are abused also if they are neglected. This could involve failure to provide proper food and warmth, but it might also be failure to see to the emotional well-being of the student.

2. Aims and Objectives

- To raise the awareness of all staff, and to identify responsibility for reporting possible cases of abuse
- To ensure effective communication between all staff on child protection issues
- To set down the correct procedures for those who encounter an issue of child protection.

3. Roles and Responsibilities

3.1 JAS Staff

- All staff have a responsibility to provide a safe environment in which students can learn
- All staff should be prepared to identify students who may benefit from early intervention
- Early help means providing support as soon as a problem emerges at any point in a student's life from the foundation years through to the teenage years
- Any staff member who has a concern about a student's welfare should follow the referral processes (Section 8, Appendix A). Staff should expect to support social workers and other agencies following any referral
- The Primary and Secondary schools will assign Designated Safeguarding Leads (DSL) who will provide support to staff to carry out their safeguarding duties and liaise closely with outside agencies,
- The DSLs will work closely with the JAS Safeguarding Team (JST) to advise in safeguarding and support in decision making. The DSLs are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.
- The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

3.2 JAS Students

Mental health issues are regularly discussed within the school and an open dialogue is encouraged and practiced.

3.2.1 Peer Counsellors

Peer counsellors need to be aware of the need to report allegations or suspicions of child abuse to the DSL. Students often tell other young peers rather than staff or adults. All peer counsellors are briefed on school procedures and receive in-house safeguarding and mental health support training.

3.3 JAS Parents

Parents need to be aware of the need to report allegations or suspicions of child abuse to the School.

3.4 Other member of the JAS Community

3.4.1 Taaleem Central Office

Where appropriate Taaleem Central Office will be informed and updated in relation to child protection concerns.

4. Implementation of the policy/procedures

4.1 Whole School

a) Safeguarding Process - (Appendix C)

- The Primary (including Foundation Stage) and Secondary schools have Designated Safeguarding Leads (DSLs) who are the first point of contact for anyone in the school community who wishes to report a safeguarding concern
- The DSLs review the concerns and if required meet with the JAS Safeguarding Team to coordinate matters of safeguarding and child protection. The team is guided by two principles:
 1. The welfare of the child is always paramount.
 2. Confidentiality should be respected as far as possible.
- A key role of the JAS Safeguarding Team is to be fully conversant with the procedures and to ensure that the school takes action to support any child who may be at risk. The JAS Safeguarding Team must make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to child protection.
- The JAS Safeguarding Team are held responsible for co-coordinating action within the school and liaising with outside agencies/professionals as appropriate. This includes:
 1. Following the agreed procedures when receiving reports of any concerns.
 2. Knowing how to identify the signs and symptoms of abuse.
 3. Providing advice and support to staff in matters of Child Protection.
 4. Maintaining relevant records of incident reports and follow-up.
 5. Ensuring all records are kept confidentially electronically on the Child Protection Online Management System (CPOMS) and/or on paper, separate from the main child file, and in locked locations.
 6. Knowing when and how to make a referral to outside agencies/professionals.
 7. Contributing to and monitoring a child protection plan.
- Staff training related to Child Protection must be conducted for all new staff and existing staff should have a refresher training session annually
- If teachers suspect that a child in their class may be a victim of abuse, they should immediately inform the named person (see Section 6.) about their concerns. This requires a meeting and minutes will be recorded and uploaded onto CPOMS. In the event of actual bodily harm to a child, then a diagram of the body is used to indicate the location of the area of concern. Staff must not keep to themselves any information about abuse which a child gives them; they are required to pass this information on
- Any action that the named person takes when dealing with an issue of child protection must be in accordance with the procedures outlined by the consulate for the country of origin of the child
- The DSL may work closely with the regulatory authorities. All parties involved handle such investigations in a sensitive manner, but remembering that the interest of the child is of paramount importance,
- If a child alleges abuse, the school usually makes a referral to the regulatory authorities without communicating with parents first. In some circumstances the parents are informed first

- If a child protection referral is made, a case conference may be held. The case conference offers the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings. All information relating to individual child protection issues are confidential, and will be treated accordingly
- All adults seeking employment at this school have their application vetted by the Dubai/UK/relevant police.
- Safe recruitment procedures will be upheld e.g. appropriate checks are carried out on new staff and volunteers who will work with students. Staff are asked to provide clearance from the country they come from and if that is not possible, they need a Dubai Police Clearance Certificate,
- There may be times when adults in school, in the course of their duty, use physical intervention to restrain students. The Headteacher requires the adult involved in any such incident reports this to him/her immediately, and to record,
- All the adults in school share responsibility for keeping students safe. On occasion reported concerns which require investigation may prove unfounded; whilst parents may be upset by an investigation, the school is acting in the child's best interests.

b) Reporting and Dealing with Allegations of Abuse Against Staff (Whistle blowing) – (Appendix D)

- The procedures apply to all staff as well as volunteers. Students within school may not wish to report any child protection issues. Staff who have concerns should report them to the DSL. If there is concern with regard to the behaviour of the leadership team, this should be reported to the Principal. If there is concern over the Principal this should be reported to Taaleem Central Office, see the 'Complaints Policy'.
- The designated staff member will make an initial assessment of the allegation, consulting the JAS Safeguarding Team as necessary. Records of these meetings should be recorded on CPOMS,
- Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter will be reported immediately to the Principal. The initial assessment should be on the basis of the information received and gives rise to a decision whether or not the allegation warrants further investigation and legal authorities contacted.

c) Monitoring and Review

The Principal informs, where appropriate, Taaleem Central Office, of any incidents. They will regularly monitor and review any incidents.

What happens after the initial report has been recorded?

- The DSL will liaise with School Clinic for advice
- A family conference should be arranged where possible
- The Regulatory Affairs Coordinator will liaise with the Dubai Knowledge and Human Development Authority (KHDA)
- The school will not interfere with a family in cases of parental bullying or violence
- If the child is at risk (e.g. self-harming, suicidal thoughts) the school must inform parents
- If there is suspected physical or sexual abuse, following authorisation from the KHDA, then the police should be informed.

The DSL will set a timescale for monitoring a child about whom a concern has been expressed (nominally 6 – 8 weeks but on a case-by-case basis). If no indicators are found or appear to develop, the monitoring will cease. If indicators and concerns continue, appropriate action will be taken and recorded.

As part of good practice, parents should be advised that their child is to be monitored and involved in the process as much as possible.

An electronic/paper file including all information including the details of how the allegation was followed up and resolved together with a note of any action taken and decisions reached should be kept by the DSL.

d) Confidentiality and Information Sharing

- All confidential issues relating to students should be dealt with on a need to know basis. Therefore only information relevant for a particular purpose should be passed on to the recipient, who in turn

may not pass this information onto another individual, without consulting the informant

- Only relevant members of staff need to know the details of concerns relating to a child in need i.e. the DSL, Inclusion Team, School Medical Team and anyone involved in monitoring particular aspects of a child's behaviour
- Remember that instead of disclosing information unnecessarily, it is appropriate to say that 'a concern has been raised and it is being dealt with following JAS procedures'
- Records should be kept using CPOMS and appropriately labelled with the 'Child Protection – Safeguarding' tag. Any note-taking needs to be cognisant of the context and also scanned and uploaded as a document to CPOMS
- The DSL will make contact and maintain open communication with parents. When a child or staff member leaves JAS any Child Protection issues should be passed on to the new school in the form of a phone call and relevant form to the new Headteacher/DSL
- When a new child joins Jebel Ali School their previous school will be sent a school reference letter (Appendix F) to inquire about any specific safeguarding needs for the child.

Foundation Stage

See Whole School

Primary School

See Whole School

Secondary School

See Whole School

Sixth Form

See Whole School

5. Consequences

5.1 The consequences of not following the safeguarding policy and procedures could result in harm to students, disciplinary action, and or formal proceedings against any adult failing to take appropriate action when required.

6. Contact details and lines of communication

6.1 Designated Safeguarding & Child Protection Leads;

Primary (Including Foundation Stage): Ben Horton and Stephanie Milner

Secondary: Ellie Wade and Emily Berry

6.2 Safeguarding Teams:

Primary:

Simon Jodrell (Principal), Stephanie Milner (Headteacher), Ben Horton (Assistant Headteacher), Justine Bain (Counsellor)

Secondary: Simon Jodrell (Principal), Ellie Wade (Headteacher), Emily Berry (Assistant Head Secondary – Care & Wellbeing), Azra Jamal (Counsellor),

Nominated person from Taaleem Central Office: Mala Talwar

7. Other Related Documents

All staff should be aware of systems at Jebel Ali School which support safeguarding and these should be explained to them as part of staff induction. This should include:

- JAS Behaviour policy,
- The staff conduct policy,
- Taaleem Child Protection and Safeguarding Policy Statement

8. APPENDICES

8.1 APPENDIX A: Signs of possible child abuse

Signs of Possible Child Abuse.pdf

8.2 APPENDIX B: Disclosure guidelines

Disclosure Guidelines.pdf

8.3 APPENDIX C: Safeguarding Process

Safeguarding Process.pub.pdf

8.4 APPENDIX D: Allegations Management

Allegations Management.pdf

8.5 APPENDIX E: CPOMS Guidelines for Staff

CPOMS Guidelines for Staff

8.6 APPENDIX F:

New child - School Reference Letter: <https://forms.gle/UUWhXm4yuE6xK76Q9>

