

SAFE GUARDING AND CHILD PROTECTION POLICY

<i>Policy Revised By</i>	HOS	<i>Policy Reviewed By</i>	<i>Child protection officers</i>	CRESCENT/ SG & CP 2025-26
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Introduction

The health, safety, and well-being of all children, staff, parents, and community members are of utmost importance to everyone at our school. We uphold every child's right to safety, respect, and equality, regardless of age, gender, race, culture, or disability. Ensuring their protection and security within our school environment is a fundamental commitment.

All staff members employed at CEHS are required to report suspected incidents of child abuse or neglect whenever there is reasonable cause to believe that a child has suffered or is at risk of suffering harm. The reporting and follow-up of all such incidents will be conducted in accordance with the administrative regulations and procedures outlined in this policy.

Vision

To prioritize the well-being and safety of our students, fostering an environment where they feel supported and secure.

Mission

Create a welcoming, valued, and protective environment where every student, staff and all stakeholders feels safe and happy.

Aim

This policy aims to empower all staff members in our school to adhere to essential procedures concerning child protection issues.

Objective

To increasing awareness and accountability in recognizing and reporting potential cases of abuse among all the stake holders.

To facilitate clear communication among staff when addressing child protection matters.

To educate all stakeholders on the proper protocols to follow in the event of a child protection concern.

To ensure effective incident reporting, identifying the potential hazards and fixing effectively to prevent its re-occurrence.

Rationale

Our commitment to the health, safety, and well-being of all students aligns with the expectations set forth by the UAE. Across all phases, ensuring the welfare of students remains our utmost priority. We prioritize the welfare and wellbeing of every child under our care as our primary responsibility. Adhering to local child protection procedures, we are dedicated to safeguarding children from harm.

Child protection and safeguarding are integral components of our school's agenda, with regular discussions and awareness-raising activities. Safeguarding is consistently included as a key item on all meeting agendas and addressed during whole-staff briefings. Furthermore, we have a designated Child Protection Officer who serves as the Designated Safeguarding Lead, ensuring that safeguarding measures are effectively implemented and maintained.

Scope

This policy is applicable to all individuals within the school community, including staff, students, governors, and volunteers. It is readily accessible on the school website. The policy extends to any situation where staff or volunteers engage with students, even beyond the school premises, such as at activity centers or during educational visit.

The Safeguarding and Child Protection Policy in a school is crucial for ensuring the safety and well-being of all students.

Significance of The Safeguarding and Child protection policy

Protects Children from Harm

- Prevents abuse, neglect, exploitation, and bullying.
- Creates a safe, secure environment where children feel protected.

Supports Emotional & Mental Well-being

- Encourages a caring atmosphere, helping students thrive emotionally and mentally.

Promotes a Culture of Vigilance

- Trains staff to recognize early warning signs of abuse or neglect.
- Ensures everyone is alert and responsive to potential risks.

Provides Clear Procedures

- Outlines how to report concerns or incidents.
- Ensures quick and appropriate action is taken.

Fulfills Legal & Ethical Responsibilities

- Meets national safeguarding legislation and
- Protects the school legally and ethically. guidelines.

Empowers Staff and Students

- Staff are trained and confident in handling sensitive issues.
- Students know they have trusted adults they can talk to.

Builds Trust with Parents and the Community

- Shows commitment to child safety, earning parents' and stakeholders' trust.

Possible signs and behaviors which may indicate abuse

1. Significant changes in a child's behavior.
2. Deterioration in a child's overall well-being.
3. Unexplained bruising, marks, or signs of possible abuse or neglect.
4. Discloses an experience /Concern comment in which he or she may have been harmed.
5. Repeated/Unexplained minor injuries.
6. Has any injury which is not typical of the bumps and scrapes normally associated with the child's activities.
7. Offers confused or conflicting explanations about how injuries were sustained
8. Children appearing unkempt, undernourished, or inappropriately dressed.
9. Lingering illnesses not receiving attention, declining academic performance, or notable changes in aggressive behavior.
10. A sense of detachment or indifference in children.
11. Overly compliant behavior.
12. Sexually explicit behavior inappropriate for the child's age.
13. Reluctance to return home or being kept away from school without justification.
14. Lack of trust in adults, particularly those close to the child.
15. Complaints of stomach pains without medical cause.
16. Eating disorders, including overeating or loss of appetite.
17. Sleep disturbances, nightmares, or bedwetting.
18. Attempts to run away from home or suicide.
19. Self-inflicted injuries.
20. Regression to younger behaviors.
21. Signs of depression or withdrawal.
22. Secretive relationships between children and adults, excluding others.

Categories of raising concern

1. Physical Abuse

Physical abuse is the deliberate physical injury to a child or the willful neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, kneeling down, standing outside or inside the classroom, standing with hands up, drowning, suffocating, confinement to a room, or inappropriately giving drugs to control behavior.

2. Psychological Abuse/ Emotional Abuse

Psychological abuse means dealing abusively with the child's psychological state, causing severe and or permanent harm and thus affecting the child's psychological growth and development.

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some levels of emotional abuse are involved in all types of ill-treatment of a child, though it may occur alone. Shouting, mentioning student's special needs in public, comments about their ability level in public and being rude will expose children to emotional abuse.

3. Sexual Abuse & Exploitation

Sexual abuse involves forcing or enticing a child to take part in sexual activities. They may include non-contact activities, such as involving children looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

4. Neglect

Neglect is the persistent failure to meet a child's physical, emotional, and/or psychological needs, likely to result in significant harm. It may involve failing to provide adequate support, care, and not considering students concerns and complaints on time.

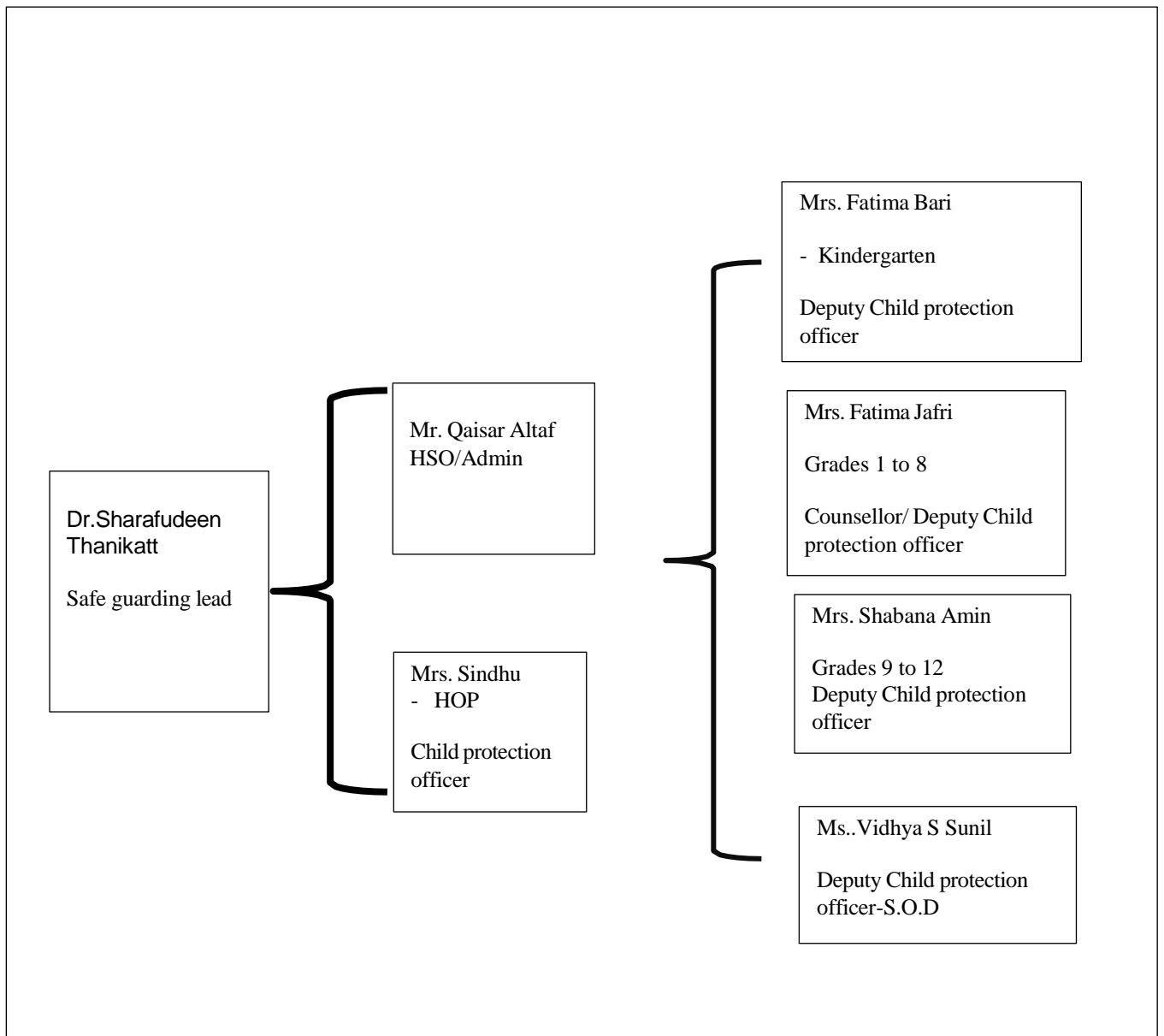
5. At risk of abuse

These are situations where children may not have been abused, but where social and medical assessments indicate a high degree of risk that they might be abused in the future. This may include situations where another child in the household has been abused, or where there is a known abuser.

Impact of abuse

The consequences of child abuse, neglect, and exploitation are profound and should not be underestimated. While many children are able to recover and lead fulfilling lives, the emotional scars often persist, even if hidden. Unfortunately, some children may struggle to fully recover, and their childhood and adulthood may be marked by anxiety, depression, self-harm, eating disorders, substance abuse, unhealthy relationships, and long-term medical or psychiatric challenges.

Child protection and safe guarding team



Roles and Responsibility

Principal will:

- Comply with the provisions of this policy and to protect students from any abuse and neglect in school. The policy should meet the minimum requirements of good guidance and support for all students, staff and other members in the school.
- Ensure that procedures to prevent situations that could lead to the abuse or neglect of students are in place and understood by all school staff and leaders.
- Ensure the supervision of students at all times while in school's care.
- Gain views from students and parents regarding security and protection within the school.
- Immediately report any case of potential abuse and/or neglect of students as stated by this policy.
- Ensure that all staff and administrators targeted for student protection training are fully attended and participate in all training sessions.
- Conduct orientation sessions for parents/guardians upon student registration or enrollment and at the start of every school year to promote this policy and to inform them of their roles and responsibilities, and their rights and duties.
- Ensure that there is priority emphasis within the school on the protection of the students and for taking immediate actions when there is suspicion of cases of student abuse or neglect.
- Ensure that students can safely report their concerns about abuse and/or neglect without fear of retribution or punishment.
- Ensure that staff and others can safely report their concerns about the potential exposure of any student to abuse and/or neglect without fear of retribution or punishment.
- Maintain students' records and ensure confidentiality of open and closed cases.
- Immediately suspend any staff member who is suspected of an offence involving student abuse and/or neglect on a temporary basis until the suspicion is adjudicated.

HSO and CPO

- Ensure that the school has a strong in place which is consistent with KHDA & Dubai Child Protection Procedures, and is readily accessible to all members of staff, both teaching and non-teaching
- Ensure that the implementation and effectiveness of the policy and any associated policies e.g. bullying are reviewed annually by it becoming a priority item on the governing body's agenda with information also being provided on training, the number of incidents and cases (without details or names).
- Consider, with supervisors and designated child protection officers, the place of child protection in the school curriculum.
- Ensure that designated and other staff has the opportunity to attend appropriate training
- Liaise with the Designated Child Protection Officer with responsibility for Child Protection in relation to any allegations of child abuse.

- To arrange specific training sessions for staff, students and parents
- To make follow up of child protect cases with Child Protection Officer, staff, students and parents for effective enquiry and decisions.
- To educate and train school leaders on child protection and safeguarding management in school, etc.

CPO-S.O.D

We recognize that pupils with special educational needs (SEN) or disabilities can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group, including:

Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's condition without further exploration. Pupils being more prone to peer group Isolation or bullying (including prejudice-based bullying) than other pupils. The potential for Pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviors such as bullying, without outwardly showing any signs. Communication barriers and difficulties in managing or reporting these challenges.

- **Training and Awareness:** Educators, staff, and students should receive training on recognizing signs of abuse, understanding the needs of students of determination, and implementing appropriate support strategies.
- **Individualized Support Plans:** Each student of determination should have an individualized education plan (IEP) or support plan tailored to their unique needs, outlining strategies for their academic, social, and emotional development.
- **Accessible Environment:** Ensure that the school environment is accessible to students of determination.
- **Inclusive Curriculum:** Develop a curriculum that is inclusive and accommodates diverse learning styles and abilities, providing appropriate challenges and support for students of determination to succeed academically.
- **Collaboration and Communication:** Foster open communication and collaboration among teachers, support staff, parents, and external agencies involved in the care and education of students of determination, ensuring a coordinated approach to their well-being.
- **Advocacy and Empowerment:** Empower students of determination to advocate for themselves and participate in decision-making processes related to their education and well-being, promoting self-confidence and autonomy.
- **Regular Monitoring and Evaluation:** Continuously monitor the implementation of safeguarding measures and evaluate their effectiveness, making adjustments as needed to ensure the ongoing safety and support of students of determination.

General Responsibilities

Administration and Transport Manager will:

- Ensure school buses keeps an accurate central record system for maintenance and safety procedures
- Ensure school portal attendance and punching system of students transport attendance is effectively functioning and monitoring.
- Ensure safety and security of students in school and school buses
- Ensures that CCTV cameras“ are regularly checked to monitor staff and students behaviors in school and buses
- Ensure that drivers and bus conductors behave properly with all students while traveling to school, etc.
- Ensures students safety and security, when students are going in school transportto colleges, universities, schools and executions etc.
- Ensures that First Aid boxes are available in all departments in school and buses etc.
- Ensures to report the identified cases through CCTV and transport staff to the school counselors and clinic doctors for intervention.

Clinic Doctor will:

- Conduct examinations and detailed assessments of identified cases
- Prepare health profiles of child protection cases
- Ensure early identification of physical and sexual abuse cases
- Ensure that relevant information obtained in the course of their duties is communicated to the Child Protection & Inclusion Officer Types of injuries, attendance and frequency are recorded.
- Requested to provide physical treatment and emotional support after a child has been abused
- Child abuse can leave deep emotional scars and the School Doctor or Nurse should recognize these and help to develop a rehabilitation plan in liaison with the Child Protection Officer and other appropriate staff in the case management team.
- Give proper medical treatment to the child protection cases
- Make referrals to the external agencies with the permission from Child Protection & Inclusion Officer, Governor or Principal.
- In some cases, the child may have to take medication as a result of the abuse. The School Doctor or Nurse should ensure that all standards and procedures for administering medications in the school setting are met.
- Required to conduct an examination if there are physical injuries and write an initial report about the child’s physical and emotional condition

Class Teacher will:

In maximum cases, the first person to raise a concern is class teacher. They will collect detailed, accurate, secure written records of concerns & complaints, and then liaise with designated safeguarding staff.

Class Teacher's role towards creating awareness among students about:

- Safe touch and unsafe touch.
- Strategies for defense mechanism.
- Keeping other staff informed about the immediate safety measures for child protection and safeguarding issues.
- Avoid use of "Not in use" rooms in the school.
- Learn to say "NO" when it seems to be very uncomfortable.
- Effective use of the complaint box.

School Counselor will:

- Provide positive encouragement to the child.
- Support the student's emotional well-being.
- Any harm to the student will be reported to the Child Protection Officer and relevant information will be shared.
- Liaise with family members determine how best to promote the child's safety both at school and home.
- Conduct regular counseling sessions for the student who is abused.
- To improve the positive thinking and self-esteem of the abused student, etc.

The Responsibilities of Security Staff:

The Security staff undertakes to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a visitor's pass to be worn for ease of identification and monitoring of visitors in the school.

All staff

- If the Principal or designated senior staff member is unavailable, responsibility may, where possible, be delegated to the Physical Education team
- All members of the school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in the school. In doing so, they should seek advice and support as required from the concerned CPO.
- All staff are expected to provide a safe and inclusive environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with mutual respect and equality within a framework of agreed and understood behaviors.

All school staff is expected to:

- Be aware of signs and symptoms of abuse
- Report concerns to the Designated Class Teachers as appropriate
- Keep clear, dated, factual and confidential records of child protection concerns and complaints etc.

Procedures

1. The teacher should immediately inform to the relevant section supervisor, who will then notify the head of the section (HOS) and, if necessary, the Chief Protection Officer (CPO), using the incident report or referral system within the same school day. The supervisor will also contact the parent. This process should occur if there is a reasonable suspicion that abuse is taking place.
2. Where there is reasonable belief that the CPO is the perpetrator of the abuse, the teacher should report to the Principal (if not the CPO), or to the Director – Administration.
3. The CPO will take initial steps to gather information regarding the reported incident. At this stage he/she will:
 - To inform to the HSO, HOP about the incident.
 - Interview staff members as necessary and document information pertaining to the case.
 - Consult with school personnel to review the child's history in the school.
4. The CPO will then form a school-based response team to address the report. The response team may include:
 - Counsellor
 - School doctor and/or nurse
 - The student's teacher
 - Head of Section
 - Other teachers or professional individuals as the CPO sees fit.

In all cases, follow up activities are to be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

Storage of any report of abuse should be separate with a clear protocol for access and not included in the student's main file.

5. Based on acquired information a plan of action should be developed to assist the child and family. Actions that may take place may include:
 - Discussions between the child and the CPO in order to gain more information.
 - In-class observations of the child by the teacher, counselor, or administrator.
 - Meetings with the family to present the school's concerns.
 - Referral of the student and family to external professional counseling if needed.
 - Further consultation with the school counsellor for finalizing the action plan.
6. Subsequent to a substantiated case of child abuse or neglect, the following actions may take place:
 - The concerned CPO will maintain contact with the child and family to provide support and guidance as appropriate.
 - The CPO will provide the child's teachers with on-going support, and provide strategies for the teacher to use.

- The CPO 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 any therapy where this is appropriate.
- The CPO will liaise with the Counselor, School Doctor, Learning Support Coordinator and/or other staff to facilitate support of treatment and rehabilitation programs and develop programs to help prevent future abuses.
- The School Principal refers the case to the management for any further action.

Resources

The school is responsible for providing appropriate resources and staff training to support the policy.

Documentation

All documentation of any investigation should be kept in the child's school confidential records file.

Dealing with disclosure

If a student discloses that he or she has been harmed in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely, i.e. to tell the story in their own words
- Ask open questions rather than leading questions
- Reassure the child *but* not make promises that it might not be possible to keep
- *Not* promise confidentiality, as it might be necessary to refer the case to the appropriate authority
- Reassure the student that what has happened is not their fault
- Stress that it was the right thing to tell someone
- Be a supportive listener *but* do not push for additional details since this can jeopardize future interviews
- Not make the child repeat the disclosure to a third party
- Not criticize or excuse the perpetrator
- Not make direct contact with the alleged perpetrator (even if it is a parent or caregiver)

School Environment. It is essential to keep the school environment including the school buildings, premises, classrooms, playgrounds, laboratories, computer rooms, libraries, toilets, drinking water facilities, school buses, transport area and the surroundings safe and secure. Also, the students must be safe from the following abuses from our school environment.

Safe Guarding Rule for Staff and Student Physical Contact

- **Respect and Dignity:** All physical contact between staff and students should respect the student's dignity and be appropriate to the situation.
- **Professionalism:** Staff should always maintain a professional relationship with students, ensuring interactions are appropriate and supportive.
- **Safety:** Physical contact should only occur when it is necessary for the student's safety or well-being.

Acceptable Physical Contact

- **First Aid and Medical Assistance:** Physical contact may be necessary to provide first aid or medical assistance. This should be done with the utmost care and respect.
- **Comforting a Distressed Student:** A brief, non-intrusive touch (such as a pat on the shoulder) may be appropriate to comfort a distressed student, but only if the student is comfortable with it.
- **Teaching and Demonstrating Skills:** Physical contact may be necessary for instructional purposes, such as demonstrating a physical skill in physical education or other practical lessons. This should be done with clear explanation and student consent.
- **Managing Behavior:** In rare cases, physical intervention may be necessary to prevent harm to the student or others. This should be done as a last resort and in accordance with the school's behavior management policy.

Unacceptable Physical Contact

- **Inappropriate Touching:** Any contact that could be interpreted as sexually suggestive or exploitative is strictly prohibited.
- **Forceful Physical Contact:** Using physical force to discipline or control a student is not acceptable.
- **Personal Boundaries:** Staff should avoid any physical contact that invades the personal space of a student or makes them feel uncomfortable.

Consent and Comfort

- **Seek Consent:** Always seek verbal consent before initiating physical contact. Respect a student's decision to refuse contact.
- **Student Comfort:** Be attentive to non-verbal cues and immediately cease any physical contact if the student appears uncomfortable.

We give special consideration to children who:

- Are young careers
- Have special educational needs or disabilities.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk - sexual exploitation, forced marriage, or radicalization
- Are asylum seekers
- Chronic illness students

We want all our children to achieve their full potential by:

- Being as physically and mentally healthy as possible; experiencing good quality education opportunities with mutual respect and being equally treated ; living in a safe and inclusive environment;
- Learning and working in a safe environment; experiencing emotional wellbeing;
- Feeling loved and valued;
- Receiving support from a network of reliable and affectionate relationships; learning to look after themselves;
- Coping with everyday living;
- Having a sense of identity and a positive image of themselves; developing their confidence and their interpersonal skills;

Confidentiality

The school will not disclose who has reported an abuse concern in order to protect the staff involved. The school will take all reasonable steps to ensure that the staff member who has reported an abuse concern does not suffer harassment or penalty.

This policy will be reviewed annually and particularly at times of significant legislative change or change in service delivery

Signed _____

Dr. Saleem Jamaludhin(Director)

Date: 10/03/2025

Signed _____

Dr. Sharafudeen Thanikatt (Principal)

Date: 10/03/2025