



Child Protection and Safeguarding Policy

Reviewed in May 2023

JSSPS Vision Statement on Wellbeing

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is “**everyone’s business**” across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a **true belief in and understanding of the value of diversity and inclusion**. Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.
- Increasing effectiveness and accountability of efforts by developing measureable goals.

CONTENTS

1. Rationale	4
2. Principles:	4
3. Aims:	4
4. Roles and Responsibilities	5
5. Good Practice Guidelines	9
6. Child Protection Procedure	9
7. Responding to Critical Scenarios:	14
8. Support Measures	15
9. Complaints Procedures	16
10. Staff Training	17
11. Safer Recruitment	18
12. Other Precautionary Measures	19
13. Online Safety	20
14. Record Keeping	20
15. Confidentiality	20
16. Summary	21
17. Appendices (A-E)	22

CHILD PROTECTION AND SAFEGUARDING POLICY

1. RATIONALE:

- An effective whole-school child protection and safeguarding policy is one which provides clear direction to staff and others about prevention of illness, prevention and treatment of sickness, the physical safety of children as also the expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child. (UAE Federal Law No. 3 of 2016 on children's rights - Wadeema's Law).

2. PRINCIPLES:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Children who are safe and feel safe are better equipped to learn.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to relevant statutory body and public services. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some stage.
- Students and staff involved in child protection issues will receive appropriate support.
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

3. AIMS: (SDG 3, 4, 5, 10 and 16)

- To ensure all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- To ensure consistent good practice across the school's wider network.
- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure school's commitment to safeguarding and promoting the welfare of children and young people through consistent and continuous reviewing, shaping and developing the school's safeguarding arrangements, child protection policy and practices by the representatives of the whole school community of students, parents, staff, volunteers and governors.

4. Timeline

S. No.	Action	Timeline	Person In charge	Progress Status
1.	Formal review of the policy	May 2022	SMT	Done
2.	Familiarization of the salient features of the policy to all the stakeholders	Sept. 2022	CPO	Done
3.	Delineating both formal and informal expectations and action points for the whole school staff	Sept. 2022	CPO	Done
4.	Conduct sessions for students to increase their awareness and confidence to deal with child protection issues	April 2022 and then ongoing as per the need	Respective Phase Counsellors	Preliminary sessions have been conducted. A few more specific focused topics would be taken shortly

5. ROLES AND RESPONSIBILITIES

4.1 THE CHILD PROTECTION OFFICER (CPO):

- Is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the CPO may be delegated to appropriately trained deputies.
- Is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.
- Acts as a source of support and expertise to the school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- Is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers.
- Has a working knowledge of relevant UAE law, education inspection process, and inter-agency support.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the student's general file.

- Refers cases of suspected abuse to Children’s Social Care, or the Police as appropriate.
- Attends and/or contributes to child protection conferences, strategy meetings.
- Coordinates the school’s contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- Develops effective links with relevant statutory and voluntary agencies.
- Ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and Staff Code of Conduct.
- Has a working knowledge of relevant national safeguarding guidance .
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of students, parents, staff, volunteers and governors, regarding this.
- Liaises with the nominated governor and principal (where the CPO role is not carried out by the principal) as appropriate.

4.2 THE CHILD PROTECTION COORDINATOR(S)

Is/are appropriately trained to the same level as the CPO and, in the absence of the CPO, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the CPO, the deputy will assume all of the functions above.

4.3 THE GOVERNING BODY ensures that the school:

- Appoints a Child Protection Officer who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- Ensures that the CPO role is explicit in the role holder’s job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- Has a child protection policy and procedures, including a staff code of conduct, that are consistent with statutory requirements, reviewed annually and made available publicly on the school’s website or by other means.
- Has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the principal and allegations against other children.
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations.
- Develops an induction strategy that ensures all staff, including the principal, and volunteers receive information about the school’s safeguarding arrangements, Staff Code of Conduct and the role of the CPO on induction.
- Develops a training strategy that ensures all staff, including the principal, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively. The training strategy will also ensure that the CPO receives refresher training and regular updates as defined under the CPO’s duties above.

- Ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Staff Code of Conduct before they start work at the school.
- Contributes to inter-agency working and plans.
- Teaches students about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.

The governing body nominates a member (normally an exec) to be responsible for liaising with the Government Authority, and other agencies in the event of an allegation being made against the principal.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority and national guidance.

4.4 THE PRINCIPAL:

- Ensures that the child protection policy and procedures are understood and implemented by all staff.
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the CPO and deputy/s to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- Refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Child Protection Officer in JSSPS within one working day prior to any internal investigation.
- Ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Child Protection Officer.
- Appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

4.5 SENIOR LEADERSHIP TEAM:

- Make sure all staff know about the procedures relating to child protection.
- Ensure the supervision of students at all times while in school's care.
- Ensure that all staff are clear about their responsibilities within the child protection procedures.
- Make sure that all staff know that the designated teacher should be informed about any suspicions or allegations of abuse.
- Attend relevant Child Protection CPDs.

- Keep all records up to date.
- Advise staff in cases of uncertainty and give informed advice and guidance to new staff.
- Consider at what point to involve parents/carers.
- Contact and Liaise with other relevant agencies.
- Be supportive to those members of staff to whom pupils have made disclosures.
- Be active in supporting the Child Protection Plan.

4.6 STAFF:

- Report all suspected case of abuse and/or neglect inside and outside the school upon immediate discovery
- All staff will be alert to signs of abuse and will act upon any concerns or suspicions. Observations/comments should be recorded on the relevant form and passed on immediately to the CPO.
- Supervise students at all times while in school care.
- All staff, including the CPO, will attend and participate child protection training.
- All staff will respect confidentiality and share information on a need to know basis.
- All staff will understand this policy to address suspected or alleged student abuse or neglect cases.

4.7 COUNSELLOR:

- Their role is to act as a source of support, advice and expertise within/outside the educational establishment;
- To liaise with SLT to inform of any concerns and ongoing investigations and ensure there is always cover for this role;
- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have knowledge of the child protection policy and procedures; and be able to attend and contribute proactively when required to do so;
- Ensure all staff has induction training covering child protection and are able to recognise and report any concerns immediately as they arise;
- to keep detailed; accurate and secure written records of referrals / concerns; Obtain access to resources and attend any relevant or refresher training courses at least every two years.

4.8 PARENTS:

- Cooperate with the school administration and staff, answer all queries related to the student's behaviour, academic performance and respond to the school's feedback and guidance
- Attend all scheduled meetings
- Communicate any concern or observed changes in their child's behaviour to the school authorities.

6. GOOD PRACTICE GUIDELINES:

To meet and maintain our responsibilities towards students, we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behavior among students.
- Being a good listener.
- Being alert to changes in students' behavior and to signs of abuse and neglect and exploitation.
- Recognising that challenging behavior may be an indicator of abuse.
- Reading and understanding the school's child protection policy, Staff Code of Conduct and guidance documents on wider safeguarding issues, for example bullying, behavior, physical contact, sexual exploitation, extremism, e-safety and information-sharing.
- Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and guidance.
- Referring all concerns about a student's safety and welfare to the CPO or, if necessary, directly to the Police or Children's Social Care.
- Following the school's rules with regard to communication and relationships with students, including via social media.

7. CHILD PROTECTION PROCEDURES:

6.1 Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behavior constitute abuse and neglect. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect

6.1.1 Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

6.1.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

6.1.3 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

6.1.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

6.2 INDICATORS OF ABUSE:

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behavior – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behavior beyond that normally expected for their age and/or

stage of development.

- acquire gifts such as money or a mobile phone from new ‘friends’ or adults recently acquainted with the child’s family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the CPO to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need ‘absolute proof’ that the child is at risk.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

6.3 VULNERABLE STUDENTS:

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination, isolation, social exclusion, communication issues, a reluctance on the part of some adults to accept that abuse can occur, as well as an individual child’s personality, behavior, disability, mental and physical health needs and family circumstances. To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs.
- Affected by parental substance misuse, domestic abuse and violence or parental mental health needs.
- Vulnerable to being bullied, or engaging in bullying behaviors.
- Living in temporary accommodation.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- At risk of child sexual exploitation (CSE).
- At risk of being drawn into extremism.

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

6.4 EARLY HELP:

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

working in partnership with children, parents and other agencies to:

- Identify situations in which children and/or their families would benefit from early help.
- Undertake an assessment of the need for early help; and provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is showing signs of engaging in anti-social or criminal behavior;
- Is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse;
- Is showing early signs of abuse and/or neglect;

Careful consideration should be taken regarding who to involve in the 'Early Help' process. The process should involve the child and family as well as all the professionals who are working with them. However, if by doing so this puts the child at further risk, relevant best interests decisions should be made, in consultation with UAE inter-agencies.

6.5 TAKING ACTION:

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of **"It could happen here"**. Key points for staff to remember when taking action are:

- Teacher identifies concern and documents reason for referral
- Teacher reports to counselor
- Counselor can then investigate the case and communicate with Divisional Principal as appropriate
- If necessary, the concern will then be communicated to the CPO* immediately if there is evidence of physical or sexual abuse and certainly by the end of the day
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed or need to debrief

6.6 DISCLOSURE BY STUDENTS:

During their conversations with students staff will:

- Allow them to speak freely
- Remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener

- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences – staff must remember how hard this must be for the student
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this (**however**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)
- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Tell the student what will happen next
- Let them know that someone (either you or another named person, e.g. the CPO) will come to see them before the end of the day
- Report verbally to the CPO
- Write up their conversation as soon as possible
- Seek support if they feel distressed or need to debrief

6.7 NOTIFYING PARENTS:

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the CPO will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from relevant UAE agencies.

6.8 MAKING A REFERRAL TO CHILDREN’S SOCIAL CARE:

The CPO will make a referral to UAE agencies, and the police, if it is believed that a student is suffering or is at risk of suffering harm

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

6.9 STAFF REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES:

Staff should ordinarily follow the reporting procedures outlined in this policy. However, any staff member can refer their concerns directly to UAE agencies, or the police if:

- The situation is an emergency and the CPO, the deputy CPO, the principal and/or the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the student’s safety, or

- For any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject to censure or disciplinary action. However, staff should inform the CPO and/or principal at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

7. RESPONDING TO CRITICAL SCENARIOS:

7.1 Bullying

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in advisory/transformation and discovery time.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the principal and the CPO will consider implementing ‘early help’ or child protection procedures.

7.2 Children with sexually harmful or inappropriate behavior

Abusive behavior by one child towards another will not be tolerated, minimised or dismissed as ‘banter’ or ‘part of growing up’. Young people who display such behavior may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Any instances of sexual harm caused by one student to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with UAE agencies, and potentially the police.

In responding to cases involving children or young people who have committed sexually abusive behaviors, it is advisable to communicate with the relevant and competent professionals.

In circumstances where a child displays sexualised inappropriate behavior but evidence of sexual harm towards other children is not clear cut, the school may seek consultation and advice from JSSPS designated personnel. In deciding the most appropriate response, relevant considerations will include:

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

7.3 Sexual exploitation of children:

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. The school teaches children about consent and the risks of sexual exploitation. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim.

All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the CPO. The CPO will consider the need to make a referral to UAE agencies, and the police. Parents will be consulted and notified as above.

7.4 Abuse of position of trust

All school staff are aware that inappropriate behavior towards students is unacceptable and that their conduct towards students must be beyond reproach. Any relationship with a student, even if over the age of consent, is regarded as ‘an abuse of a position of trust’. The JSSPS Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

8. SUPPORT MEASURES:

8.1 SUPPORT FOR FAMILIES AND STAFF:

We will support students, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person (*usually the CPO*) who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

8.2 ATTENDANCE:

We recognise that full attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance, absence and exclusions are closely monitored. The CPO will monitor unauthorised absence and take appropriate action,

particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Where a student has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to relevant UAE authorities, and JSSPS appointed persons.

8.3 HELPING CHILDREN TO KEEP THEMSELVES SAFE:

Children are taught to understand and manage risk through our advisory and Moral Education lessons, and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and, with the support of staff, work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behavior rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

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

9. COMPLAINTS PROCEDURE:

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by the principal, other members of the senior leadership team and governors. An explanation of the complaints procedure is included in the safeguarding information for parents and students.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

9.1 WHISTLE BLOWING IF STAFF HAVE CONCERNS ABOUT A COLLEAGUE:

The school's **whistleblowing** procedures enables staff to raise concerns or allegations, initially in

confidence, and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues to the principal, to facilitate an early intervention in order to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school.

9.2 ALLEGATIONS AGAINST STAFF:

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

As stated above, all allegations against staff should be reported to the principal. In all cases allegations against staff should be passed on to SLT team within 24 hours. Allegations against the principal should be reported to CEO.

In accordance with JSSPS Core Values, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

10. STAFF TRAINING:

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. New staff who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- The school's child protection and safeguarding policy.
- Signs and symptoms of abuse and neglect.
- Responding to disclosure of abuse or neglect by a child.
- Reporting and recording arrangements.
- Staff Code of Conduct.
- Details of the CPO.

All staff, including the principal (unless the principal is the CPO), volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with UAE guidance and any requirements of the school.

11. SAFER RECRUITMENT:

Our school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children. Safer recruitment means that all applicants will:

- Complete an application form which includes their employment history and explains any gaps in that history.
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- Provide evidence of identity and qualifications.
- If offered employment will be subject to vetting and barring checks relevant to their country of origin.
- If offered employment, provide evidence of their right to work in the UAE.
- Be interviewed by a panel of at least two school leaders, if shortlisted.

The school will also:

- Ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding.
- Ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children.
- Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.
- Obtain references for all shortlisted candidates, including internal candidates.
- Carry out additional or alternative checks for applicants who have lived or worked outside the UAE.
- Ensure that applicants for teaching posts are not subject to a prohibition order issued by the country of origin.

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained.

11.1 Volunteers

Volunteers will undergo checks commensurate with their work in the school and contact with students. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

11.2 Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

11.3 Contractors

The school checks the identity of all contractors working on campus and requests police checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or

inregulated activity.

12. OTHER PRECAUTIONARY MEASURES:

12.1 Campus security:

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on campus. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on campus.

12.2 Extended school and off-campus arrangements:

All extended and off campus activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend off-campus activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school campus, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

12.3 PHOTOGRAPHY AND IMAGES:

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect students we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the student's first name with an image
- Ensure students are appropriately dressed, and
- Encourage students to tell us if they are worried about any photographs that are taken of them.

13. ONLINE SAFETY:

Details regarding online safety can be found in our ICT Policy. The school's **ICT Policy** explains how we try to keep students safe in school and protect and educate students in the safe use of technology. Cyberbullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below). Serious incidents may be

managed in line with our sexual exploitation or child protection procedures.

13.1 Online communication between staff and students:

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with students, about which there are strict rules. Staff found to be in breach of these rules may be subject to disciplinary action.

14. RECORD KEEPING:

The school will maintain safeguarding (including early help) and child protection records. The school will:

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to relevant agencies immediately;
- Keep records in a folder in a meticulous chronological order;
- Ensure all records are kept secure and in locked locations;
- Ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a student moves.

Safeguarding and child protection records will be maintained independently from the student's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Child Protection Officer and school leaders who need to be aware.

15. CONFIDENTIALITY:

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the CPO, another SLT member or outside agency as required.

It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that children's general needs are met in school. However, staff should report all child protection and safeguarding concerns to the CPO or principal, or in the case of concerns about the principal, to CEO centrally. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child/parent to keep secrets. Child protection information shall be:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate

- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

SUMMARY

SCOPE OF THE POLICY:

This policy covers child safety related behavior and issues during the school timings as well as during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums. This policy should be read in conjunction with the following supporting policies and documents:

- ❖ Positive Behavior Policy
- ❖ Anti-Bullying Policy
- ❖ ICT Policy
- ❖ Health and Safety Policy
- ❖ KHDA Parent School Contract
- ❖ Inclusion Policy
- ❖ Counselling Policy

In JSS Private School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of child protection.

Reviewed and Approved by

Mr. Govindrao Naik
Chief Executive Officer

Mrs. Chitra Sharma
Principal

Date:

REVIEW OF POLICY

The Policy will be reviewed by SLT on an annual basis.

Policy Details

Version date	May 2023
Last review	May 2022
Next review	May 2024
Responsible SLT	Vice Principal

APPENDICES

APPENDIX A INVOLVEMENT OF OUTSIDE AGENCIES

Dubai Foundation for Women and Children (DFWAC)

This is the first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC provides:

- A safe shelter

- Case management
- Medical care
- Psychological support
- Counselling
- Legal, consular and immigration assistance

Helpline 800 111 or email help@dfwac.ae

Website – www.dfwac.ae

Dubai Police Human Rights Department 24/7 Duty Officer 056 6862121



Latifa Hospital Child Welfare Unit

Tel: 04 2193000 PO Box 4115 Dubai, UAE Working hours: 24 Hours

Child Protection Centre (Community Development Authority)

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

Al Ameen Reporting (Dubai & Federal Police)

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai, and on issues that concern them.

www.alameen.ae/en/

APPENDIX B

Standards for Effective Child Protection Practice in Schools

- Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
- Provide suitable support and guidance so that students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children

to be referred to investigative agencies as a constructive and helpful measure;

- Ensure all staff are able to identify children who may benefit from early help; provide coordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating;
- Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Child Protection Officer or – in her/his absence – the deputy Child Protection Officer.
- Monitor children who have been identified as in need of early help or at risk; maintain clear records of students' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
- Provide and support regular child protection training and updates for **all** school staff and ensure that Child Protection Officers attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
- Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
- Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
- Provide clear policy statements for parents, staff and children and young people on this and on both positive behavior policies and the school's approach to bullying;
- Have a clear understanding of the various types of bullying – face to face, online, physical, verbal and indirect - and act promptly and firmly to combat it, making sure that students are aware of the school's position on this issue and who they can contact for support;
- Take particular care that students with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
- Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times.
- Have a written whole school policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
- Have a Single Central Record in place.

APPENDIX C

LOGGING CONCERN

PART 1 (FOR USE BY ANY STAFF)

Student's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Staff Name: Signature		
Job Title:		
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
What is the student's account/perspective?		
Professional opinion where relevant:		
Any other relevant information (distinguish between fact and opinion):		
What needs to happen (Note actions, including names of anyone to whom your information was passed and when):		

PART 2 (FOR USE BY CPO)

<p>Time and date (information received, and from whom)</p>	
<p>Any advice sought: if required (date, time, name, role, organisation and advice given).</p>	
<p>Action taken (referral to outside agencies /monitoring advice given to appropriate staff) with reasons etc.</p>	
<p>Parents informed: Y/N and reasons</p>	
<p>Outcome: Record names of individuals /agencies who have given information regarding outcome of any referral (if made).</p>	
<p>Signature:</p>	
<p>Name</p>	

APPENDIX D

SAFEGUARDING LEGISLATION AND GUIDANCE

The law and guidance set within the UAE is as follows

- UAE Federal Law No. (3) of 2016 regarding the Child Rights Law (Wadeema) and Cabinet Resolution No. (52) of 2018 regarding implementing regulation of Federal Law No. (3) of 2016 regarding the child rights
- UAE Department for Health, School Health Guidelines for Private Schools 2011.
- UAE School Inspection Framework 2015-2016, Section 5 The protection, care, guidance and support of students.

Within Dubai and the United Arab Emirates, the infrastructure of Educational Safeguarding and/or Social Care Services is under development and growth. Following cases which caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of a Federal law on Child Protection ‘to ensure a secure and stable future for children in the U.A.E’.

In April 2012, it was reported that Dubai had ‘embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need’. The policy ‘aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai’. The Dubai Strategic Plan 2015 calls for the provision of ‘proper social services to meet the requirements of the local community’.

In November 2012, the UAE Cabinet approved a draft of “Wadeema’s Law” to ‘protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality’.

December 2015 - The Childs Rights Law (previously Wadeema’s Law) was passed by the Federal National Council.

March 2016 – Federal Law No 3 2016, Law on the Rights of a Child was in immediate effect.

APPENDIX E

Rules and Provisions of Information Reporting in Educational Institutions

- The Ministry or the competent authority shall be notified of any suspected critical abuse or one to which the student is exposed in, around or in the utilities of the educational institution campus, the transportation buses or camps and internal and external activities organized by an educational institution or the Ministry according to the applicable legislations and laws. In addition, registers shall be kept of all cases of reported abuse in educational institutions.
- The relevant bodies shall take the necessary measures to safeguard and protect children against substance abuse, including: using, contributing to producing, trading or trafficking narcotic, intoxicating and stimulant substances, or all types of psychotropic substances.
- The school health system shall be supported to carry out its role in prevention, treatment and health counseling.
- Any information provided in suspected cases of abuse is reported in complete confidence. The informant's identity may not be disclosed against his/her will, and the identity of all the parties of the incident and witnesses shall not be disclosed in 6 child abuse cases, when using the information in analyses, media reports, and no personally identifying material or information may be published.
- The leadership team of the educational institution shall cooperate with the approved child protection specialists, and shall facilitate tasks they are entrusted to carry out inside the educational institution, without any obstacle or hindrance that could result in delay in taking the necessary measures for reported cases or their follow-up.

National Child Protection Policy in Educational Institutions in United Arab Emirates