Safeguarding and Child Protection Policy (SCPP)

Annual Review

NIS will review their Child Protection policies annually.
Policy Created by: Executive Principal (Mohammad Wajeeh)
Date Reviewed by EP: 23.11.2023
Next review date: 01.08.22
Date of CPLO Training for Teaching staff: Inset week August 2021
Date of Whole School Training: Inset week August 2021

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Introduction

There are broadly two aspects of child protection and safety in the context of a school environment.

Safeguarding of children as a whole, groups or Individuals ensuring preventative measures are in place to protect children from abuse and neglect.

Child Protection guidance providing procedures and a referral system to follow once any form of abuse or neglect has been identified or disclosed.

Based on core Islamic values and in line with our mission, Nada International School has always viewed our students as 'amanah' from their parents/guardians. We recognise our responsibility to ensure that in addition to the educational experiences at school, students are physically, intellectually, socially and emotionally nurtured in a safe environment which is guided by legal, spiritual and moral values.

Guidelines and procedures are in place for ensuring the physical safety and emotional well-being of students, for all categories of staff at NIS. Incidents of physical, social or emotional harm being caused to an individual, or a group of students, wherever detected, will be dealt with in accordance with the policy.

Due to the revolution in Information Technology and Communication, especially the development of social media in recent years, the sphere of physical, psychological, emotional, intellectual, social and moral impact on students has widened exponentially necessitating more comprehensive measures of online protection and guidance.

As far as possible, and in conformity with the law of the land, schools have an obligation to develop, document, and implement, procedures to identify, report and actively safeguard students from all kinds of harmful influences and situations arising out of abuse and negligence.

All categories of staff are required to understand various issues concerning child protection and are trained to undertake the relevant measures (appropriate to their level) to safeguard children's welfare. Additionally, there must be systemic provision to review annually, and revise, the policy/procedures in the light of operational experiences and in line with changes in legislation of the body that the school is legally affiliated to. To complete this process, adjustments/updates must be made in the other policies and official documents of the school that are impacted by the provisions of the Safeguarding and Child Protection Policy.

NIS recognizes its responsibilities for the protection of the children. Students who are safe and secure will be more successful learners. Students who witness violence or are abused in any way, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in their lives. All adults working at the School must be aware of their responsibility to safeguard

and promote the welfare, both physical and emotional, of all its students across all grade levels.

Purpose and Aims

The school takes the responsibility to protect and safeguard the children and young people in its care, seriously. An effective whole-school safeguarding and child protection policy is one which provides clear direction to staff and others about expected action while dealing with child protection issues.

The Safeguarding and Child Protection Policy (SCPP) at NIS aims to facilitate the school's mission of providing an outstanding International education, which nurtures and inspires all students to become successful lifelong learners who are able to make a positive difference to the world. The NIS SCPP provide guidelines to identify and respond appropriately to concerns of abuse and neglect in individual students.

All staff members are required to familiarize themselves with this policy document and its requirements.

This document is divided into two sections (A- Safeguarding, B – Child Protection) on the basis of the differences in issues related to the safety and protection of the students in the campus as a whole.

SECTION A - **Safeguarding of children** as a whole, groups or Individuals ensuring preventative measures are in place to protect children from abuse and neglect.

Provision for safeguarding children and keeping them safe is integrated into all aspects of the functioning of the school, wherever the need arises. Detailed policies and procedures exist to ensure safety of students in a range of situations where they may be exposed to, or are at risk of being exposed to, any kind of physical or emotional harm.

Prevention of Harm – Physical, Emotional, Sexual

Procedures to ensure physical safety:

The school construction, layout of the campus, design of the classrooms, laboratories, playground and other facilities are appropriate for an educational setting
Policies and regulations that ensure safety of students during their movement in and out of classes, during breaks, morning arrivals, dismissal, during activities are in place.
A Behaviour for Learning Policy and anti-bullying policy are implemented.
Monitoring and supervision procedures of student's behavior to guard against inappropriate student behavior which would be harmful to other students wellbeing.
CCTV is on place in key areas of the school (Restricted to boys' section due to MOE requirements).
Restricted movement of the students on monitoring and supervision of students during educational or field trips.

Counseling the parents from different cultures in understanding aggressive/violent behavior from their child towards other children.

Supervision on busses to and from school.

An operational Health and Safety committee reviews the health and safety measures and policies to ensure the safety of all students, staff and visitors on site.

Medical well-being and prevention of disease procedures are adhered to as part of the admissions process.

Procedures to ensure medical well-being of students:

On admission to the school all students must comply with the necessary vaccinations and medical clearance prior to be admitted to the school.

Students suffering from medical conditions are supported with the provision of a school nurse and clinic.

Workshops on classes for the students on personal cleanliness, first aid etc.

Social and Emotional Health of students.

Measures that protect the social and emotional well-being of students are represented by:

Social and Emotional Health of students

Policies and procedures regarding conduct and behavior of students towards staff as well as their interaction with each other.

The provisions of the Adult Awareness Program on bullying (Grades 4 – 12), good touch, sexual abuse etc. and the Homeroom Period Initiative (Grades 1 - 3).

A pastoral programme delivered to students to address wellbeing issues including bullying and peer pressure.

Kindergarten Program and intimate care (Toilet needs for KG), is based on the approach that children are developing their physical, social and emotional skills and need sensitive handling at this stage.

A positive learning environment with a focus on recognition of good behavior contributes to the creation of a learning environment that proactively prevents any type of social and emotional damage to their personalities.

Kindergarten Program and intimate care (Toilet needs for KG)

Children are required to be toilet trained prior to being admitted to NIS, but the school recognizes that at times KG students may need assistance and must be treated with respect, dignity and sensitivity. The school works in partnership with parents to achieve the goal of independent children.

The active involvement of the child in their toileting programme is vital to make sure they have ownership and understanding of their needs.

Recruitment and child protection vetting

At NIS we strongly recognise the need for vigilant awareness of child protection issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils and parents should feel secure that they can raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously.

This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by having clear child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning.

Vetting applicants and prospective volunteers working with children to ensure they are not unsuitable is a very important aspect of child protection. In keeping with the above safeguarding statement NIS requires that all persons having regular or unsupervised access to children will be required to produce proof of their having no history of committing any offence that would suggest they present a risk to children. The proof of such should be provided by a recognised law enforcement agency with contact details being provided for verification purposes.

NIS ensures a member of every interview panel has received training in safe recruitment. All staff involved in the recruitment and interviewing process are aware of strategies to identify those who pose a risk and write advertisements, contact referees and interview accordingly.

Ensure that there is systemic provision for familiarizing freshly recruited staff in any category with all aspects of the Safeguarding and Child Protection Policy by injecting modules on this topic in the Staff Induction Plan;

Ensure stringent observation of all freshly appointed staff during the probationary period of three months.

Character verification by contacting references at the time of recruitment.

Mandatory completion of online course/courses on Child Protection as recommended by the Child Protection Office / EP.

External Agencies

Develop effective links with relevant external agencies in the Kingdom and co-operate as according with their enquiries and regulations regarding child protection matters including publicizing information given by them in the community eg phone helpline provided by the Ministry of Education.

Safe working practice for staff guidance

To ensure all staff are protected from claims of abuse or unprofessional behavior NIS staff are required to:

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress appropriately for your role
- Avoid unnecessary physical contact with children. If physical contact is made:
  – ensure you are aware of and understand the rules concerning physical restraint
  – where it is essential for educational or safety reasons, gain pupil's permission for that contact wherever possible
  – to remove a pupil from a dangerous situation or an object from a pupil to prevent either harm to themselves or others, then this should be recorded and reported to the Principals / Executive Principal
  – it should not be secretive, even if accidental contact was made, it should be reported.
- Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to:
  – accepting regular gifts from children
  – giving personal gifts to children
- Recognise their influence and not engage in activities out of school that might compromise their position within school,
- Not establish or seek to establish social contact with pupils outside of school. This includes:
  – communication with pupils in inappropriate ways, including personal e-mails and mobile telephones or any form of personal social media accounts (WhatsApp, Facebook, Snapchat, Twitter etc)
  – passing your home address, phone number, e-mail address or other personal details to pupils/children
  – the transportation of pupils in your own vehicle without prior management and parental approval
- Avoid behaviour which could be conceived as Grooming (see appendix 5)
- Avoid volunteering to house children overnight.
- Only use school e-mail contact with pupils via the school's system.
- Be careful about recording images of children and do this only when it is an approved educational activity. This can only be done when parents have given their express permission. Do not post children images on your own social media accounts.
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school policies.
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy.
- Only arrange to meet with pupils in closed rooms when senior staff have been made aware of this in advance and given their approval.
- Not access inappropriate material via the internet and prescreen online materials to be used inlessons.
- Not allow boundaries to become blurred and unsafe in more informal settings such as trips out, out of school

activities etc.
- Never use a physical punishment of any kind.
- Not attribute touch to their teaching style.

Online safety, cyberbullying and social media

Students at NIS are taught about the three essential elements of online safety i. protecting yourself and your identity, ii. Protecting your data, iii. How to treat others online. This guidance is embedded within the curriculum and aspects of online safety are taught as part of the pastoral programme. Staff are encouraged to watch out for signs of online abuse including students being:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

Social media is also a means by which child abusers making contact with young people online or young people themselves using the sites to groom, bully and target others.

NIS teach young people how to protect themselves and behave responsibly when using social networking sites. Adult members of the school community need to be watchful for any behaviour or interactions which suggest a child protection risk and report to Child Protection Officer accordingly.

Guidance for students with regards to social media includes:
Creating a personal profile

Personal profile pages enable people of all ages to create a webpage about themselves – and they are popular with young people and adults alike. The page can include information such as name, contact details, address and location, birthday, photo, likes and interests and also allows users to 'post' or upload comments about themselves onto the page.

Educate students to recognise that:

• they must not to post personal details such as home address, email address, mobile number, school name etc. and that this information is private to them and not for sharing.
• what gets put on the Internet can live forever (even if you later remove a picture it may have been copied by someone else and posted elsewhere).
• their password should not be easily guessed and not to be shared – even with their friends.

Setting Privacy Settings

Privacy settings allow people to adjust who has access to what information. Be aware that privacy settings can change frequently. As new applications are added to social networking sites, so are new privacy settings.

Educate students to recognise that:

• they should set the 'protection' levels
 to their highest, allowing only friends to see their profile and information.
• personal information is private and should be restricted to people they know and trust.
• privacy settings can change so you should check them regularly.

Making 'Friends'

Once a profile page has been created, the user can connect to people they know who also have a profile on the website. This 'connection' will mean that they can now see each other's personal information, photos and send each other messages.

Educate students to recognise that:

• friends should be people that they know.
• they should never meet a person they do not know but have met on-line.

Sending Messages

Social networking sites allow users to talk to each other using an internal email or message system. This means that they can communicate privately rather than on the main profile pages. Some social networking sites also allow you to chat instantly or in real time with someone else.

Educate students to recognise that:

• receiving messages from people they do not know – or messages that make them feel uncomfortable or distressed should be reported to a parent or teacher.
• on-line messaging is just like writing a letter to someone and that once it is sent, you cannot take it back.

Posting pictures

Profile pages allow the user to add a main picture of themselves and on most sites you can create albums and add hundreds of pictures. Sometimes, in the privacy settings you can control who can see your pictures – everyone, friends of friends or just friends.

Educate students to recognise that:

• once something is posted onto the Internet, it could be there forever.
• privacy settings should be set so that they are set to the highest level for pictures.
• pictures of a compromising nature should never be posted or shared.

Good Practice Guidance

Child protection, in terms of social media and cyberbulling, requires schools and parents to work as partners and act swiftly to address any reported or suspected acts.

Schools can:

• change the culture around incident reporting so that both youth and their parents feel comfortable engaging school personnel.
• take special efforts to address the disproportionate level of cyberbullying that occurs among girls and youth with disabilities.
• teach youth about appropriate online behaviors and encouraging digital citizenship

SECTION B - **Child Protection** guidance providing procedures and referral system to follow once any form of suspected abuse or neglect, has been identified, observed or disclosed.

Introduction

This part of the Child Protection Policy defines child protection as the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. The policy involves measures and structures designed to prevent, and respond to if required, abuse and neglect.

Scope

The policy covers:

All academic, administrative and support staff of Nada International School who have direct or indirect contact with children.
All the members of the management
The Chairman and the Board of Directors

All actions and decisions taken by the Child Protection Officers / Child Protection Liaison Officers will:

Be within the framework of the accepted social behavior in accordance with the culture of Saudi Arabia and Islamic Values.

Adhere to the mission of the school to ensure that every single child in campus feels secure, safe and protected at all time in a nurturing environment.

Pre-requisites for Implementation of Policy

Equipping all staff members with knowledge and awareness of situations that are harmful, to individual students so that they can identify cases of any kind of abuse **(Appendix 2).**
Develop an Escalation Protocol for reporting, and dealing with, cases of abuse or neglect.
Developing structured procedures for identifying and reporting cases, or suspected cases, of abuse;
Outlining Procedures for Implementation

In line with accepted norms and with the aim of implementing an effective Safeguarding and Child Protection Policy, the school plans to:

Ensure it has designated members of staff for child protection and make provision for appropriate training and support

for their roles by including relevant and current modules in the Professional Development Plan on an on-going basis;

Ensure that the Chairman and the members of the Board of Directors, and every member of staff, know the names of the designated members of staff responsible for child protection and their specific roles and responsibilities;

Ensure all staff members understand their responsibilities in being alert to signs of abuse and understand the Escalation Protocol for referring any concerns to the designated staff for child protection;

Keep written records of concerns about children, even where there is no need to refer the matter immediately;

Ensure all records are maintained securely with the Principal of the relevant section; Follow procedures and take necessary action where an allegation is made against a member of staff;

Support pupils who have been abused in accordance with their individual child protection plan

Child Protection at At NIS

Appointment of the Child Protection Officers and Child Protection Liaison Officers

In keeping with the requirements of an effective Child Protection Policy, based on the size of the student population, the administrative divisions etc, the school has a designated Child Protection Officer (Executive Principal) and One Child Protection Liaison Officer for each section of the school (Boys, Girls). These measures are compliant with the directives of the Ministry of Education, Saudi Arabia and best practice in child protection measures.

Handling Disclosure/Identification of Abuse:

There are four types of harmful situations that a child may be facing from which he/she needs protection.

These may be due to:

Physical - actual or likely physical injury to a child; failure to prevent physical injury or suffering; deliberate poisoning/suffocation etc; feigned and induce illness (Munchhausen's syndrome by proxy).

Neglect - persistent or severe; failure to protect from danger; extreme failure to carry out aspects of care resulting in impairment of child' s health or development; non-organic failure-to-thrive.

Sexual - actual or likely sexual exploitation of a child or adolescent.

Emotional - actual abuse is likely to have severe adverse effect upon the emotional or behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some form of emotional ill-treatment so this category is used where it is the sole or main form of abuse.

All staff members need to familiarizes themselves with these situations and must be trained/oriented to identifying indications of abuse in children due to any of these reasons. **Appendix 2** must be understood by all staff.

Escalation Protocols

Upon identification of signs of any type of abuse in a student by a staff member, the procedure set out below will be followed:

The matter should be immediately reported to the relevant Child Protection Liaison Officer.

The staff member should record his /her findings and observations (**Appendix 3** / Refer to guidance on questioning and recording notes) and hand it over to the Child Protection Liaison Officer.
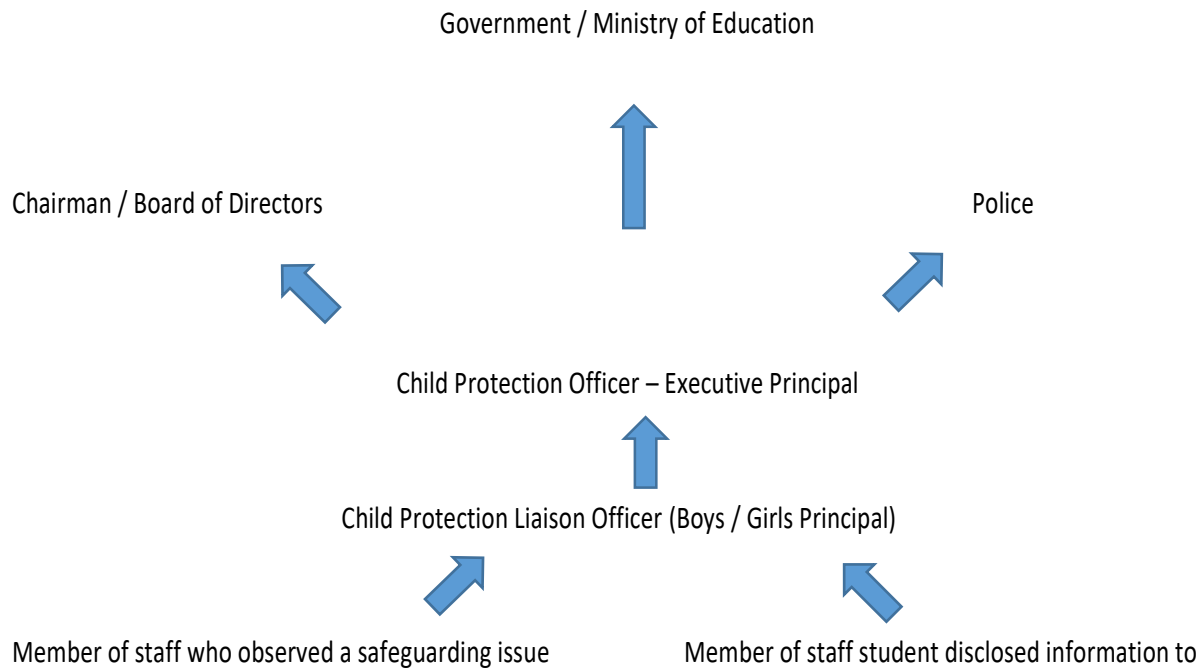
The matter must be discussed with the parents by the Child Protection Liaison Officer and the contents of the meeting minutes documented.

All possible efforts must be made to resolve the matter, keeping parents continuously informed depending on the severity of the case.

The Escalation Protocol must be followed for reporting or handling a disclosure irrespective of who the staff member is.

Escalation Protocol

An Escalation Protocol, shown below, refers to the various stages of escalating a disclosure case/case of identification, of abuse, depending on which staff member identifies a case. This plan has been specifically developed, and all staff familiarized with it, to ensure that a set procedure is followed by everyone who is either handling a disclosure case or reporting a case.

Government / Ministry of Education

Chairman / Board of Directors   Police

Child Protection Officer – Executive Principal

Child Protection Liaison Officer (Boys / Girls Principal)

Member of staff who observed a safeguarding issue   Member of staff student disclosed information to

Guidelines for Action after Disclosure/Abuse

If a member of staff suspects that a pupil is a victim of abuse or they have reason to believe that he/she is at risk from abuse by another student, he/she should be aware of the procedures for handling the student and subsequently reporting their concerns appropriately in line with the school Behaviour for Learning Policy.

Staff, to whom a disclosure is made should:

Listen to the student.

Not interrupt the student if he or she is freely recalling significant events. Not give undertakings of confidentiality as this cannot supported.

Make thorough notes of discussion.

Frame questions that may be needed to clarify what the pupil is saying in an open manner and not lead the pupil in any way.

The following table gives some examples of both.

Closed Questions	Open Questions
Do	Tell me
Did	Explain to me
Can	Describe to me
Would	Who
Could	What
Are	When
	Where

How

Report the matter fully to the Child Protection Liaison Officer (CPLO) in accordance with the Escalation Protocol.

Remain confidential about issues, keep the student's identity confidential and remain pleasant and friendly with the student.

Report any subsequent issues related to the prime concern to the CPLO.

Under no circumstances should a staff member attempt to conduct an investigation or deal with concerns regarding child abuse/neglect. Any incidents, concerns or suspicions must be reported following the procedures.

The School has the duty to take care of the children even if the perpetrator is a staff member and the matter comes to light either through a disclosure by the student or a suspicion of abuse by another staff member.

A failure to report a significant concern about mistreatment of a child, even if it involves a colleague, is a breach of that child's human rights. Making a disclosure or a complaint against someone in a position of power and authority is always difficult. The student making the disclosure may reconsider and express a wish to retract their allegation. At the outset it must be clearly communicated with the student that their concern is being taken seriously and will be responded to, in accordance with this policy.

Allegations, suspicions or complaints of abuse against staff must be taken seriously and reported directly to the Executive Principal. This kind of abuse may come to light in different ways:

Directly by staff hearing or observing issues of concern or behavior of concern

Direct disclosure by the student

Indirect disclosure e.g. through written or art work or through friends

Complaint from a parent or guardian.

Reports by other colleagues

As an anonymous report

If the allegation is against a member of the Child Protection Liaison Officers this must be reported to the Executive Principal. It is NOT the responsibility of staff to investigate allegations of child abuse about a member of the Child Protection Officers. In order to collect information from the victim, the same procedure as stated above must be followed.

In the event that the parent/parents/guardian is/are the perpetrators of the abuse, the matter should be escalated to the Executive Principal so that the correct decision can be taken. it is possible that:

a). the child may be intimidated into silence

b). there is a strong likelihood that evidence will be destroyed.

c). the child does not want their parent or guardian involved

d). they are of an age when they are competent to make that decision

Role of the school in cases of disclosures against staff members

Educators have a responsibility to understand what constitutes inappropriate behavior in relation to children and young people. They are also responsible for reporting gaps in these standards by other educators. Any concerns or reasonable suspicions of abuse should be reported to the EP.

An investigation should be undertaken at the request of the EP if there is reasonable cause to suspect that abuse or inappropriate behavior may have occurred by a staff member. The allegation may represent poor practice by a member of staff which may be handled by internal disciplinary procedures. In cases of serious offence, the Board of Directors will be notified and the Police will be contacted.

Code of Ethics for the School

In all cases requiring protection of an individual student from abuse of any kind and by any one, the school will co-operate fully with both the student and the family and the appropriate government authority (if required) in their investigations and assessments.

APPENDIX 1: SPECIFICATIONS OF SAFETY MEASURES FOR STUDENTS

a. The Arrival & Dispersal of students should be monitored by two security and duty teachers in all the sections.

b. An Exit Pass should be issued to every student leaving the classroom during class hours.

c. No student should be allowed to share a ride back home with any other person other than the designated driver/person or his/her guardian, without the written consent of the parent / guardian.

d. No student should be left alone on the campus at any point of time.

e. Visitors to the school, including ex-students, must sign in, and sign out, at the Reception Area. Wearing the visitor's badge is mandatory during the stay in school.

f. Visitors' seating area, including parents, is clearly demarcated and is restricted to the Reception Area in all the sections.

g. The Child Protection Liaison Officers should organize sessions for students and staff on topics such as hygiene, good touch/bad touch, good feel/bad feel, sexual abuse, emotional suppression/oppression, neglect etc.

h. A brief presentation on the school's Safeguarding and Child Protection Policy should be uploaded on the school website to improve stakeholder involvement.

i. Toileting/intimate care should be monitored and supervised by the nurse/helpers as required.

j. Any one-on-one teaching should never be held in a private or isolated area and should always be supervised by the respective supervisors.

k. The Child Protection Officers should facilitate the members of the Student Council to schedule

sessions for raising awareness of these issues in students between Grades 3-12 on a regular basis.

l. On both sides of the school day, school buses bringing children in or dropping them off, must be checked to ensure no child is left behind in the vehicle.

APPENDIX 2: TYPES OF ABUSE AND THEIR INDICATORS

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorizing a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes the seeing or hearing the ill treatment of others.

Physical Indicators:

Bed wetting or bed soiling with no medical cause
Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
Pale, emaciated look
Prolonged vomiting and/or diarrhea
Malnutrition
Dressed differently to other children in the family

Behavioral Indicators:

Severe developmental lags with obvious physical cause
Changes like depression, anxiety, withdrawal or aggression

Self-destructive behavior
This can include self-harm, suicide and abuse of alcohol and narcotics.

Overly compliant

Extreme attention seeking behaviors or extreme inhibition Running away from home, avoiding attending at school
Nightmares, poor sleeping patterns Anti-social behaviors
Lack of self esteem
Obsessive behaviors
Eating disorders

Caregiver Indicators:

Labels the child as inferior or publicly humiliates the child (e.g. name calling).
Treats the child differently from siblings or peers in such way as that suggest dislike or refuses to help the child.

Constantly threatens the child with physical harm or death.

Locks the child in a closet or room for extended period of time.

Teaches or reinforces criminal behavior.

Withholds physical and verbal affection.

Involves child in adult issues such as separation or dispute over child's care.

Exposes child to witness situations of argument and violence at the home.

Neglect

Negligence is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's heath or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack: of action, emotion of basic needs.

Physical Indicators:

Dressed inappropriately for the season or the weather

Dress are often extremely dirty and unwashed

Severe skin rash or other persistent skin disorders

Inadequately supervised or left unattended frequently

Left in the care of an inappropriate adult

Does not receive adequate medical or dental care

Malnourished - this can be both underweight and overweight

Lacks adequate shelter

Behavioral Indicators:

Severe developmental lags without an obvious physical cause

Lack of attachment to parents/caregivers

Indiscriminate attachment to other adult's

Poor school attendance and performance

Demanding of affection and attention

Engages in risk taking behavior such as narcotics and alcohol abuse

May steal food

Poor social skills

No understanding of basic hygiene

Caregiver Indicators:

Puts own need ahead of child's

Fails to provide child's basic needs

Demonstrates little or no interest in child's life - does not attend school activities or social events

Leaves the child alone or inappropriately supervised

Narcotics and alcohol

Abuse

Depressed

Physical Abuse

Physical abuse is a non-accidental act on a child that results in physical harm. It is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or other physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

Physical Indicators (often unexplained or inconsistent with explanation given):

Bruises, welts, cuts and abrasions

Burns - small circular burns, immersion burns, rope burns etc

Fractures and dislocations - skull, facial bones, spinal fractures or multiple fractures at different stages of healing

Behavioral Indicators:

Inconsistent or vague explanations regarding injuries

Wary of adults or a particular person

Vacant stare or frozen watchfulness

Cringing or flinching if touches unexpectedly

May be extremely compliant and eager to please

Dresses inappropriately to hide bruising or injuries

Runs away from home or is afraid to go home

May regress (e.g. bedwetting)

May indicate general sadness

Could have vision or hearing delay

Is violent behavior towards children or animals

Caregiver Indicators:

Inconsistent or vague explanations regarding injuries

May appear unconcerned about child's wellbeing

May state the child is prone to injuries or lies about how it happened

Delays in seeking medical attention

May take the child to multiple medical appointments and seek medical treatment without an obvious need

Sexual Abuse

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non- contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviors.

Physical Indicators:

Unusual or excessive itching or pain in the genital or anal area. Torn, blood stained underclothing

Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area. Blood in urine or stools.

Sexually transmitted infections

Pregnancy

Urinary tract infections

Discomfort in sitting or fidgeting as unable to sit comfortably

Behavioral Indicators:

Age-inappropriate sexual play or language

Bizarre, sophisticated or unusual sexual knowledge

Refuses to go home, or to a specific person's home, for no apparent reason. Fear of a certain person

Depression, anxiety, withdrawal or aggression

Self-destructive behavior. This can include self-harm, suicide, alcohol and abuse of narcotics. Overly compliant

Extreme attention seeking behaviors or extreme inhibition

Dresses inappropriately to hide bruising or injuries

Eating disorders

Compulsive behaviors

Caregiver Indicators:

May be unusually over-protective of the child

Accuses the child of being sexually provocative

Misuses alcohol or drugs

Invades the child's privacy (e.g. during dressing, in the bathroom)

May favor the victim over other children
Intimate Partner Violence or Family Violence

Intimate Partner Violence - Includes threatening to harm people, pets or property, and causes family members to live in fear. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

Women and children are the most likely victims of family violence.

Indicators in the Child:

Physical injuries consistent with the indicators of Physical Abuse Absenteeism from school
Bullying or aggressive behavior
Complaints of headaches or stomach aches with no apparent medical reason
Talking or describing violent behaviors

Indicators in the Victim:

Physical Injuries including: bruising to chest and abdomen
Depression and/or anxiety
Inconsistent explanations for injuries
Fearful
Submissive

Indicators in the Perpetrator:
Isolates and controls partner and children
Threatens, criticizes, intimidates, uses aggressive and physical abuse towards partner and children Minimizes and denies own behavior, or blames victim for the perpetrators own behavior

APPENDIX 3: FORMAT FOR RECORDING CONCERNS OF ABUSE OR NEGLECT

Child's Name: Form / Grade: DOB:

Date of recording of disclosure / observation:

Type of abuse (Physical, Emotional, Sexual, Neglect):

Time of Disclosure / Observation:

Name/title of person raising concern:

Name / role of person allegation is made against:

Details of concern Child's Explanation	Specified observation made by the teacher reporting concern	Follow up details completed by designated child protection liaison officer

Staff Name:

Signature:

Form copied to:

Observation or disclosure requires further escalation beyond the child protection liaison officer: Yes / No

Final Action Taken:

APPENDIX 4: ROLE AND RESPONSIBILITIES OF THE CHILD PROTECTION OFFICER

1. Keep confidential, detailed, accurate, secure written records of referrals /concerns.
2. Ensure all parents see copies of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals.
3. Raising awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. Make themselves known to all staff and members of the board.
4. Ensure each member of staff has access to, and is aware of, the school's Safeguarding and Child Protection Policy and associated procedures. This is also essential in respect of any members of staff who work part time or work on temporary assignments with the school.
5. Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with relevant agencies over cases of abuse and allegations of abuse, regarding both pupils and members of staff.
6. Should attend relevant Child Protection courses and then ensure that any new or key messages are passed to other staff.
7. Facilitate awareness of policies and procedures as set out by the Ministry of Social Affairs / Education
8. Ensure counseling is based on Islamic teachings for Muslim students and general moral codes for the rest.
9. Maintain confidentiality regarding any allegations against staff.
10. Ensure photography is not allowed by individual students or staff members on campus by any student or parent for the purpose of maintaining privacy.
11. Photographs should be taken by school personnel and later shared with parents on demand.
12. Ensure appropriate risk assessments are in place before any off-site visit
13. Explicitly set out the role and responsibility of each adult on campus and during off-site visits. Identify and address bias based on race, financial status and academic status.

APPENDIX 5 – Grooming

Guidance on addressing issues of Grooming

Introduction

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

In the school context, children may be groomed by older students in the school, by adults within the school, or by online contacts.

How does grooming happen?

Groomers will hide their true intentions and may spend a long time gaining a child or young person's trust. They may also try to gain the trust of the whole family so they can be alone with the child. Groomers do this by:

• pretending to be someone they are not, for example saying they are the same age on-line
• offering advice or understanding
• buying gifts, either real or virtual
• giving the child attention
 • using their professional position or reputation
• taking them on trips, outings or holidays.

Using secrets and intimidation to control children Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want. Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

Online grooming

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child. They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship. It's easy for groomers to hide their identity

online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

• usernames or comments that are flirtatious or have a sexual meaning
• public comments that suggest a child has low self-esteem or is vulnerable. Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds.

Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity. Grooming signs, symptoms and effects:

Children may:

• be very secretive, including about what they are doing online
• have older boyfriends or girlfriends
• go to unusual places to meet friends
• have new things such as clothes or mobile phones that they can't or won't explain
• have access to drugs and alcohol.
• In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

Things you may notice

If you're worried that a child is being abused, watch out for any unusual behaviour.
• withdrawn
• suddenly behaves differently
• anxious
• clingy
• depressed
• aggressive
• problems sleeping
• eating disorders
• wets the bed
• soils clothes
• takes risks
• misses school
• changes in eating habits
• obsessive behaviour

• nightmares

• drugs

• alcohol

• self-harm

• thoughts about suicide

Good Practice Guidance

In the school setting it is important that all staff be watchful for patterns of behaviour, relationships or interactions which may potentially be acts of grooming. In the event grooming is suspected this must be reported to the Executive Principal

Young adults may not speak out because they are:

• ashamed

• feeling guilty

• unaware that they're being abused

• believe they are in a relationship with a 'boyfriend' or 'girlfriend'.

Grooming, by its nature, is a precursor to child abuse. As such it is reportable if a child or young adult is at risk of harm or abuse.

Active Strategies for Safeguarding our Students Parents:

• Advice to parents to help support their children by

• Helping them choose an age appropriate, non-gender specific nickname to use online

•Monitor their online activity

 Support for students:

Age appropriate e-safety advice for pupils to help them understand that not everyone is who they say they are online and that personal details are precious and should not be shared.

Staff requirements in school

It is the responsibility of all staff members to observe the behavior of other staff members and report any concerns about suspected grooming behavior to the Executive Principal. All allegations will be taken seriously and investigated fully.